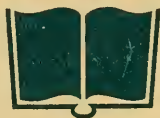


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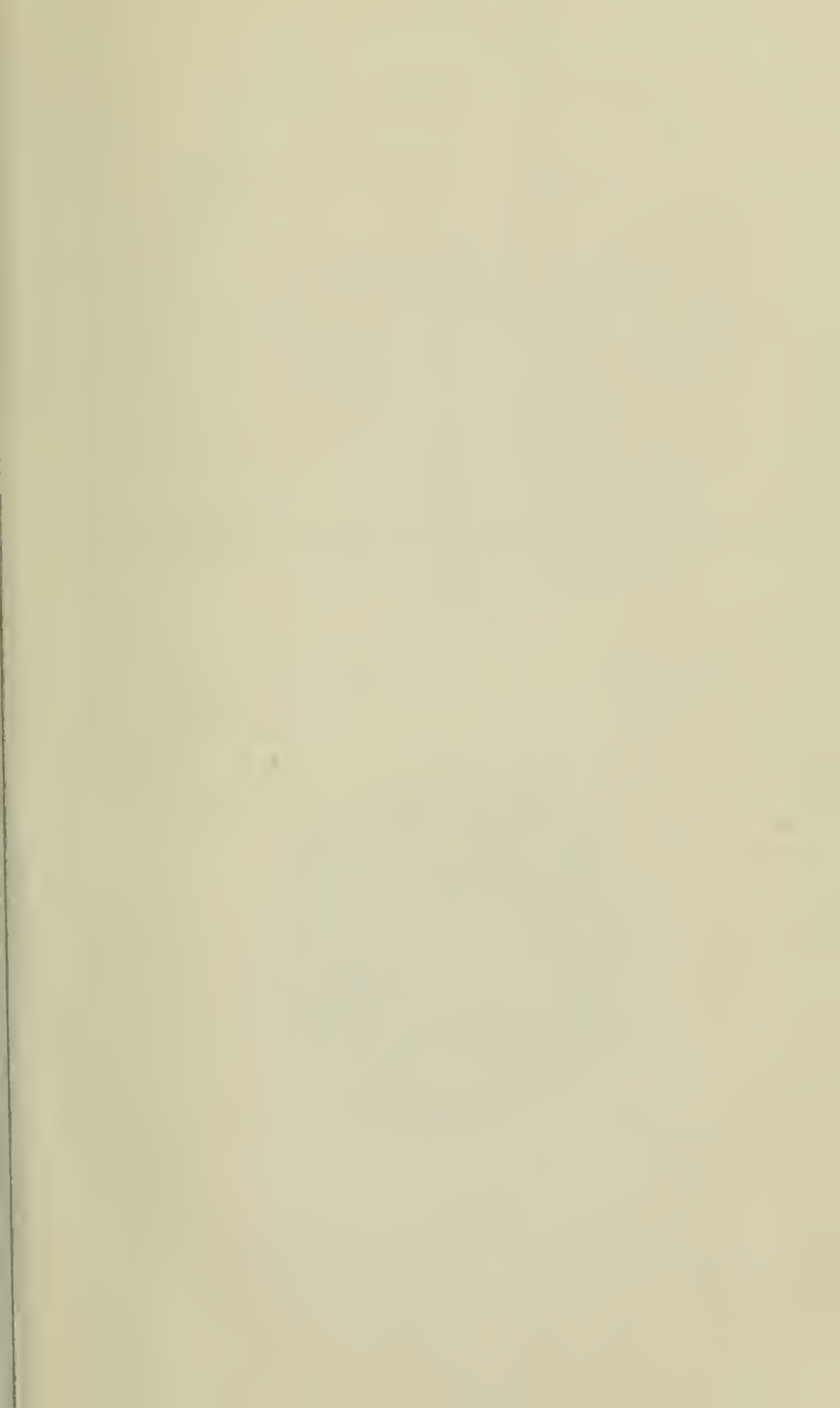



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DEPARTMENT OF PUBLIC SCHOOLS,
CITY AND COUNTY OF SAN FRANCISCO.

SEVENTEENTH ANNUAL REPORT

OF THE

Superintendent of Public Schools,

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1870.



SAN FRANCISCO :

PRINTED BY THE "COSMOPOLITAN PRINTING COMPANY," 605 CLAY STREET.

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REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

OFFICE OF THE SUPERINTENDENT OF COMMON SCHOOLS, }
San Francisco, Cal., July 1, 1870. }

*To the Honorable the Board of Supervisors
Of the City and County of San Francisco:*

GENTLEMEN—In accordance with law and custom, I have the pleasure of submitting to your Honorable Body the following annual report of the condition and prosperity of the Public Schools, for the fiscal year ending June 30, 1870.

The year just closed has been one of unusual progress and prosperity to our schools.

Through the wisdom of our legislators and the liberality of our citizens, sufficient means have been provided to furnish ample school accommodations for the increasing wants of our growing city.

Greater interest has been manifested by teachers and parents in increasing the usefulness of our institutions of learning.

It should be gratifying to every citizen to know that while the material wealth and prosperity of our city have been seriously

retarded by financial embarrassment and business depression, the general progress and attendance of our schools have been greater during the present than any preceding year. This will be apparent from the following statistics which have been carefully compiled from the records of the Department.

GENERAL STATISTICS.

Number of youth in the city under fifteen years of age, June 30, 1870	45,617
Increase for the year	4,129
Number of youth in the city between 5 and 15 years of age, who are entitled by law to draw public money.	27,055
Increase for the year	1,270
Whole number of pupils enrolled during the year in all the Public Schools	22,152
Increase for the year	2,267
Average number belonging to all the Public Schools...	16,371
Increase for the year	2,237
Average daily attendance of pupils in all the Public Schools	15,394
Increase	2,281
Average daily absence of pupils in all the Schools	1,043
Increase for the year	64
Average percentage of attendance of all the Schools	94
Increase for the year	$7\frac{3}{10}$
Percentage of the average number of pupils belonging to the Public Schools on the whole number of youth between 6 and 15 years of age, who are entitled by law to attend the Public Schools	$66\frac{2}{10}$
Increase for the year	$7\frac{2}{10}$
Percentage of the number of pupils enrolled in the Pub- lic Schools during the year on the whole number of youth between 6 and 15 years of age, who are enti- tled by law to attend the Public Schools	$89\frac{5}{10}$
Increase for the year	$6\frac{6}{10}$
Average number belonging to the High Schools—boys, 135; girls, 168. Total	303

Average daily attendance at the High Schools	283
Increase for the year	51
Percentage of attendance at the High Schools	97 $\frac{2}{10}$
Average number of pupils to each teacher in the High Schools	22
Average number belonging to the Grammar Schools	3,911
Increase for the year	552
Average daily attendance of the pupils belonging to the Grammar Schools	3,740
Increase for the year	569
Percentage of attendance at the Grammar Schools	95 $\frac{4}{10}$
Average number of pupils to each teacher in the Grammar Schools	40
Average daily attendance to each teacher in the Grammar Schools	38
Average number of pupils belonging to the Primary Schools	11,527
Increase for the year	1,308
Average daily attendance of pupils belonging to the Primary Schools	10,769
Increase for the year	1,321
Percentage of attendance at the Primary Schools	94 $\frac{1}{10}$
Average number of pupils to each teacher in the Primary Schools	50
Average daily attendance to each teacher in the Primary Schools	47
Highest number of pupils enrolled in the Evening Schools	993
Average attendance at the Evening Schools	503
Average number of pupils to each teacher in the Evening Schools	45

SCHOOL-HOUSES.

Number of school-houses for High Schools	2
Number of school-houses for Grammar Schools	10
Class-rooms, 112; Halls, 2.	
Number of school-houses for Mixed Schools	3
Class-rooms, 30; Halls, 2.	

Number of school-houses for Primary Schools.....	35
Class-rooms, 169; Halls, 1.	
Number of brick school-houses owned by the Department.....	9
Number of wooden school-houses owned by the School Department.....	24
Number of school buildings rented by the School Department.....	17
Number of pupils attending school in rented buildings.	3,200
Amount paid for buildings rented by the School Department.....	\$13,868.50
Number of Districts into which the city is divided for school supervision....	11

SCHOOLS.

Number of High Schools.....	2
One for boys, and one for girls.	
Number of classes—boys, 6; girls, 6.....	12
Number of Grammar Schools.....	10
For girls, 3; for boys, 3; for boys and girls, 4.	
Number of Grammar Classes.....	82
Number of Mixed Schools.....	3
Number of Primary Schools for boys and girls.....	36
Number of Primary Classes.....	222
Number of Primary Classes taught in Grammar School buildings.....	36
Number of Evening Schools.....	7
Number of Evening Classes.....	21
Whole number of Public Schools of all grades in San Francisco.....	58

TEACHERS.

Number of teachers in the High Schools.....	12
Male teachers, 6; female teachers, 6.	
Number of Grammar School teachers.....	98
Male teachers, 23; female teachers, 75.	
Number of Primary School teachers (all female).....	231

Number of Evening School teachers.....	22
Number of special teachers.....	6
Teachers of drawing, 3; teachers of music, 3.	5

EXPENDITURES.

Total expenses for the year ending June 30, 1870..	\$543,519 78
Increase for the year.....	\$142,677 56
Current expenses of Public Schools, including rents, fuel, books and supplies, lights, employees of the Board, and the teachers' and janitors' sal- aries.....	388,735 64
Increase for the year	\$69,707 36
Teachers' salaries.....	321,091 45
Increase for the year.....	\$49,524 36
Janitors' salaries	22,446 32
Increase for the year.....	\$4,434 47
Fuel and lights.....	7,017 17
Increase for the year.....	1,924 71
Rents.....	13,868 50
Increase for the year.....	\$6,643 65
Valuation of the city property for the Fiscal Year ending June 30, 1870.....	95,000,000 00
Same as last year.	
General School Tax for 1869-70 upon every hun- dred dollars valuation.....	35
Building Tax for 1869-70 upon every one hundred dollars valuation.....	5
Total amount of revenue raised by the city for 1869-70.....	2,871,192 55
Increase for the year	\$213,246 47
Total income of the School Department for 1869-70	456,422 30
Decrease for the year	\$3,431 40
Percentage of the income of the School Department on the whole amount of the revenue of the city for the Fiscal Year ending June 30, 1870.....	.16

DETAILED STATEMENT OF THE FINANCES OF THE PUBLIC
SCHOOL DEPARTMENT, FOR THE FISCAL YEAR ENDING
JUNE 30, 1870.

SCHOOL FUND 1869-70—RECEIPTS.

Cash on hand July 1, 1869.....	\$16,342 33
From Taxes	324,828 96
From Poll Taxes.....	1,411 50
From Dog Taxes.....	1,960 50
From State Apportionment.....	81,767 98
From Rent of School Property.....	160 00
From Transfer Interest Account School Bonds.....	2 77
Total receipts.....	<u>\$426,474 04</u>

DISBURSEMENTS.

	First Half Year.	Second Half Year.	Totals.
Teachers' Salaries	\$155,610 48	\$165,480 97	\$321,091 45
Janitors' Salaries.....	10,962 82	11,483 50	22,446 32
Secretary's Salary.....	900 00	455 00	1,355 00
Carpenter's Salary.....	900 00	900 00	1,800 00
Repairs.....	.....	17 50	17 50
Census Marshals.....	1,505 25	.....	1,505 25
Fuel and Lights.....	3,839 00	3,238 17	7,077 17
Water	109 50	112 00	221 50
Books and Supplies.....	9,757 77	6,103 88	15,861 65
Rents.....	7,152 50	6,716 00	13,868 50
Insurance.....	317 55	.....	317 55
Incidentals	1,044 25	2,129 50	3,173 75
Totals.....	\$192,099 12	\$196,636 52	\$388,735 64

DISBURSEMENTS.

9

DEMANDS AUDITED UPON THE SCHOOL FUND, 1869-70.

Total demands audited on the School Fund, 1869-70	\$388,735 64
Transfers to Sinking and Interest Funds.....	44,142 32
Total disbursements.....	<u>\$432,877 96</u>
Total Receipts.....	\$426,474 04
Total Expenditures.....	<u>432,877 96</u>
Excess of expenditures over receipts.....	<u>\$6,403 92</u>

COMPARATIVE STATEMENT OF THE ITEMS OF DISBURSEMENTS FOR THE
YEAR, WITH THE ESTIMATES OF THE COMMITTEE ON FINANCE AND
AUDITING, MADE AT THE BEGINNING OF THE YEAR 1869-70.

	Estimated Amount.	Actual Amount.	Amount Overdrawn.	Amount below Estimate.
Teachers' Salaries.....	\$320,000 00	\$321,091 45	\$1,091 45	
Jaintors' Salaries.....	21,200 00	22,446 32	1,246 32	
Clerk.....	1,800 00	1,355 00		\$445 00
Carpenter.....	1,800 00	1,800 00		
Repairs		17 50	17 50	
Census Marshals	2,000 00	1,505 25		494 75
Fidel and Lights.....	6,000 00	7,017 17	1,077 17	
Water.....	200 00	221 50	21 50	
Books and Supplies.....	12,000 00	15,861 65	3,861 65	
Rents.....	15,000 00	13,868 50		1,131 50
Insurance		317 55	317 55	
Incidentals	2,502 33	3,173 75	617 42	
Transfer to Interest & Sinking Fund.....	46,340 00	44,142 32		2,197 68
Total.....	\$428,842 33	\$432,877 96	\$8,304 56	\$4,268 93

Total estimate for the year 1869-70.....	\$428,842 33
Total disbursements.....	<u>432,877 96</u>
Amount above the estimate of Committee.....	<u>\$4,035 63</u>

The foregoing exhibit shows that the actual expenses of the Department exceeded the estimate of the Committee on Finance \$4,035 65. This is mainly owing to the increased expenses of the Evening Schools, and the large amount expended for books for indigent children, which was not anticipated by the Committee.

The deficit of \$6,403 92 in the General School Fund is owing in part to the falling off in the anticipated revenue of the Department, which was based on an estimate of \$95,000,000 of taxable property in the city.

On account of the general depression in real estate, the assessment roll fell considerably below this amount; and the Board of Education was compelled to appeal to the last Legislature for relief to continue the schools to the close of the year.

ESTIMATED RECEIPTS AND DISBURSEMENTS OF THE PUBLIC SCHOOL DEPARTMENT FOR THE FISCAL YEAR ENDING JUNE 30, 1870.

ESTIMATED EXPENDITURES.

	First Half Year.	Second Half Year.	Total for Year.
Teachers' Salaries.....	\$170,000 00	\$180,000 00	\$350,000 00
Janitors' Salaries.....	12,500 00	13,500 00	26,000 00
Clerk.....	900 00	900 00	1,800 00
Carpenter.....	900 00	900 00	1,800 00
Fuel and Lights.....	4,000 00	4,000 00	8,000 00
Water.....	150 00	150 00	300 00
Census Marshals.....	2,000 00	.....	2,000 00
Books and Supplies.....	10,000 00	8,000 00	18,000 00
Rents.....	7,000 00	3,000 00	10,000 00
Incidental.....	2,500 00	2,500 00	5,000 00
Furniture.....	7,000 00	7,000 00	14,000 00
Repairs.....	9,242 42	9,242 42	18,484 84
Transfer to Sinking and Interest Fund, including amount to cover deficiency of last year.....	.....	.....	67,115 16
Total.....	\$225,692 42	\$228,692 42	\$522,500 00

SCHOOL FUND—ESTIMATED REVENUE.

From City and County Taxes, 45c. on every \$100 valuation of taxable property on \$95,000,000..	\$427,500 00
From State Apportionment.....	90,000 00
From other sources.....	5,000 00
Total revenue.....	<u>\$522,500 00</u>

The receipts of the coming year are based upon the estimate of the Auditor and Assessor that the taxable property of the City will amount to \$95,000,000, the same as last year. If there is no falling off in the value of real estate, the income of the Department should be ample to defray all the necessary expenses.

According to the provisions of this report, the sum of \$350,000 has been set apart for teachers' salaries, which will be barely sufficient to meet the demands to educate the increasing number of children who will be applying for admission to our schools.

The sum of \$32,484 84 has been set apart for furniture and repairs on the different school buildings of the Department.

These items of expenditure were paid last year from the Building Fund, but since, by an Act of the Legislature, the special taxation for this fund has been abolished, the Committee has been obliged to appropriate a part of the general school fund for this purpose, which has so reduced the allowance for current expenses, that the most rigorous economy must be exercised, or there will not be money enough to continue the schools during the year.

The present rate of expenses for furniture, repairs, and running the carpenter's shop will exhaust the appropriation of the Committee before the close of the first half of the year. Some measures must therefore be adopted to abate the heavy drain upon the finances of the Department, or the Board of Education will be obliged to close the schools for a portion of the year, as there will be no Legislature from which we can obtain any relief.

SCHOOL BUILDING FUND, 1869-70.

RECEIPTS.

Cash on hand, July 1, 1869.....	\$11,191	63
From Taxes, during the year.....	46,290	61
		<hr/>
		\$57,482 24

DISBURSEMENTS.

For erection of Girls' High School Building, including extra work.....	\$27,647	50
For erection of South San Francisco School Building	12,775	00
For moving Colored School from Broadway to corner of Taylor and Vallejo streets.....	2,400	00
For Washington School Improvements	2,191	75
For Payments to Architects (William Craine, Esq., \$4,428 55; E. T. Raun, Esq., \$402)	4,830	55
For premium awarded for plans for building proposed to be erected on Harrison street	100	00
For Outside Land Assessment.....	150	75
For Taxes on Lot rented on Silver street.....	202	36
For purchase of Lot on Eighth street, 25x165, from Alvinza Hayward.....	4,000	00
For lithographing School Bonds of 1870.....	250	00
For advertising sale of School Bonds of 1870.....	266	80
For Furniture, Desks, Tables, Chairs, etc.....	11,864	72
For repairing, painting, plastering, grading, plank- ing, etc.	5,010	34
For stoves, stovepipe, plumbing, etc.....	8,274	65
For Carpenters' and Laborers' work.....	6,178	86
For Hauling.....	1,327	50
For Lumber.....	2,884	42
For Hardware.....	1,507	00
Window Shades, Carpets, etc.....	1,374	36
Glass, Paints, Oils, etc.	511	38
		<hr/>
Total disbursements.....	\$93,747	94

Total receipts.....	\$57,482 24
Total expenditures.....	93,747 94
Excess of expenditures over receipts.....	<u>\$36,265 70</u>

By an Act of the Legislature of 1868 a levy of a special tax of five cents on every hundred dollars valuation of property was authorized for the term of two years, to form a Building Fund for the erection, furnishing and repairing of school houses. At the time it was thought that this fund would be sufficient to furnish ample school accommodations; but the rapid increase of children applying for admission to our schools has more than exhausted this revenue in repairs upon the old buildings belonging to the Department, and in furnishing the large number of rooms which have been rented to accommodate the increase of 3523 pupils who have been received in our schools within the last two years. After paying \$27,647 50 for the erection of the Girls' High School building, on Bush street, and \$12,775 for the new school house at South San Francisco, there was at the close of the year a deficit in the Building Fund of \$36,265 70, which, added to the deficit of \$6,403 92 in the General School Fund and \$14,893 88 in the Sinking Fund for the redemption of the School Bonds of 1860, makes the total deficiency of \$57,563 50 in the School Department for the fiscal year.

This amount has been liquidated from the proceeds of the sale of the School Bonds issued by virtue of an Act of the last Legislature.

SCHOOL BONDS OF 1870.

At the close of the last fiscal year the Board of Education was compelled to furnish accommodations for 3,875 pupils, in rented tenements, the most of which were entirely unfit for school purposes.

To furnish suitable school buildings for this large number of pupils, and also to provide for the rapidly-increasing juvenile population of the city, the Board of Education was obliged to appeal to the Legislature for relief, which was granted with that

spirit of wisdom and liberality which has always characterized the citizens of California whenever called upon to advance the cause of popular education.

In order to raise an adequate building fund, the Mayor, Auditor and Treasurer, were authorized to issue School Bonds from time to time in such sums as may be required, not to exceed in the aggregate the amount of \$300,000. The proceeds from the sale of these bonds, after paying the deficit in the School Fund of 1869-70, were to be used exclusively for purchasing lots and erecting school-houses.

In accordance with the provisions of this Act one-half of these Bonds were sold for the sum of \$138,513 75.

As it may be of interest to know on what terms these bonds were purchased, the following sales are reported :

To Milton S. Latham, 50 Bonds, at 95 per cent.	\$47,500 00
To I. & S. Wormser, 75 Bonds, at 91 $\frac{1}{4}$ per cent.	68,437 50
To John Perry, Jr., 12 Bonds, at 90 $\frac{1}{2}$ per cent.	10,860 00
To Mr. Ehrlich, 13 Bonds, at 90 $\frac{1}{2}$ per cent.	11,716 25
Total.	<hr/> \$138,513 75

The remaining half of these bonds will be sold from time to time, as the Board will require them for building purposes.

I regret exceedingly that all of this fund could not have been applied to erecting permanent school buildings, which are imperatively demanded to meet the present wants of our increasing juvenile population. The transfer of \$51,159 58 to liquidate the deficit of last year will so seriously cripple this Building Fund that the Board of Education will not be able to erect all the buildings recommended in my last report.

NEW SCHOOL BUILDINGS.

As it may be interesting to the taxpayers and friends of our Public Schools to know how the money which they have so generously contributed for the education of the rising generation, has been expended, I desire to give a brief statement of the different school edifices now in course of construction.

NEW GRAMMAR SCHOOL BUILDING ON EIGHTH STREET.

This school-house is pleasantly located on Eighth street, between Harrison and Bryant streets, on a lot having a frontage of 140 feet, with a depth of 150 feet. The building has a frontage of 51 8-12 feet, with a wing projecting from each side 38 2-12 feet. It is three stories high, and contains sixteen rooms, each 24 7-12 by 33 feet, which will accommodate 864 grammar, or 960 primary pupils. In the third story there is a pleasant hall, 50 1-12 by 33 feet, for exhibitions and general exercises of the whole school. The plans and engravings of this building, together with a full description and the cost of the edifice, are given in the appendix to this report. The lot on which this building is erected was originally 115 feet on Eighth street by 275 feet in depth; but as this was not large enough for the contemplated building, the Board was obliged to purchase an adjoining lot 25 by 165 feet, of Mr. A. Hayward, for \$4,000. The grounds will afford ample yard room for play and recreation for the large number of pupils attending this school.

The contract price for erecting the building and sheds, and for planking and fencing the yards, was \$25,850. It was to be completed by the 24th of October; but, on account of the unavoidable delay in procuring seasoned lumber, it will not be ready for use much before the Christmas vacation. This is to be regretted, since there is more than a sufficient number of children attending school in this vicinity in rented rooms, that are too small and entirely unfit for school purposes, to fill this large and commodious building.

The Tenth-street Grammar School now occupying the building connected with St. Joseph's Church will be transferred to this school, which will soon be one of the largest grammar schools in the city.

The Eighth-street Primary School building has been removed to a rear portion of this lot, 115 by 125 feet. It has been renovated throughout, and will be used for the Primary School in this District.

NEW GRAMMAR SCHOOL BUILDING ON VALENCIA STREET.

The Board of Education is erecting a new edifice on Valencia street, between Twenty-second and Twenty-third streets. The lot has a frontage of 150 feet on Valencia street, with a depth of 250 feet, running through to Bartlett street.

The building is an exact model of the one erected on Eighth street, and will be occupied by the Shotwell-street School, together with a part of the pupils attending the Mission Grammar School. It will be ready for occupancy about the 1st of next January. When completed, it will be an ornament to this thriving part of the city, and will afford ample accommodation for several years for the rapidly-increasing juvenile population of this vicinity.

The present Grammar building on Shotwell street will be occupied by the Primary School of this District.

NEW GRAMMAR SCHOOL BUILDING IN HAYES VALLEY—ON M'ALLISTER STREET.

A building of the same size and model as those on Eighth and Valencia streets is now being erected on a 50-vara lot on McAllister street, between Franklin and Gough streets. It will be completed and ready for occupancy about the 1st of December, and will be ample to accommodate all the children in this growing section of the city for several years, as it has superior accommodations for about nine hundred pupils.

It is the intention of the Board of Education to transfer to this School the advanced classes of the Tyler-street and Hayes Valley Primary Schools and the pupils of the grammar classes of the Mission School who live in that vicinity. This in time will be one of the most flourishing Grammar Schools in the Department, as it is located in the pleasantest and most select neighborhood of the city.

The contract for building this school was awarded to John C. Kelly, Esq., who is also the contractor for erecting the Eighth street and Valencia-street Schools. The price for erecting each of these houses was \$25,850, amounting to \$77,550 for all three, which, together with the furniture, will reach the sum of \$110,000.

POINT LOBOS SCHOOL.

The Board of Education is now erecting a four class-room building on a beautiful lot fronting 150 feet on West Eighteenth street, and extending 240 feet to West Nineteenth street, near Point Lobos avenue. It is a one-story building (50 by 71 feet), with a front and rear projection, each $9\frac{3}{12}$ by $27\frac{6}{12}$ feet, intended for halls of entrance, and hat and cap rooms for the children. The building is divided by a hall 8 feet in width, running from front to rear, on each side of which are two recitation rooms, 24 by 30 feet. The ceilings are 14 feet high, and the rooms are pleasant, well ventilated, and properly lighted by means of windows in the rear and sides.

The building will accommodate 240 pupils, which will be sufficient accommodations for this sparsely settled part of the city for several years. The contract for erecting this house was awarded to Mr. John C. Murphy, at \$5,450. The building will be completed about the first of November, when it will be occupied by the class in the Laguna Honda School.

GIRLS' HIGH SCHOOL BUILDING ON BUSH STREET NEAR HYDE.

The School Department erected a fine edifice for the Girls' High School, on Bush street near Stockton, which was furnished and dedicated on the 3d of March, 1870.

This being the most central and the best location for the Cosmopolitan School, the Board of Education resolved to transfer the Grammar Department of the South Cosmopolitan School to this building, and erect an edifice for the Girls' High and Normal School in a more quiet and retired part of the city, on Bush near Hyde street. This is a three-story building, with a frontage of $54\frac{8}{12}$ feet on Bush street by a depth of $82\frac{4}{12}$ feet. There is a wing on each side $21\frac{5}{12}$ by $50\frac{5}{12}$ feet, in which are the halls of entrance, the dressing rooms for the young ladies, the office for the principal, and lunch rooms for the teachers. On each of the first and second floors there are four rooms $26\frac{2}{12}$ by $34\frac{2}{12}$ feet, for study and recitation. On the third floor of the main building there are two recitation rooms, and one large hall for the general assembling of the school for examinations and general exercises. In the

wings of this floor there is a fine library room $19\frac{3}{4}$ by $20\frac{3}{4}$ feet, and one room of the same size for experiments in chemistry and philosophy. All the rooms of this building are large, light and airy, and well arranged for a young ladies' High School. The contract price for the building is \$28,200, which, with the furniture and extras, will amount to about \$35,000. The building will probably be completed about the 1st of February, 1871.

For the plans and full description of this building see the appendix to this report.

WEST END SCHOOL.

The School Department is adding another room to the West End School building, to accommodate the increasing population of this section of the city. The present building is so over-crowded that but little progress can be made until these improvements are completed.

The entire cost of the room and the furniture will be about \$1,500.

NEW SCHOOL FOR THE CITY FRONT.

An eligible site has been purchased on the north side of Broadway, between Sansome and Montgomery streets. It is one-half of a fifty-vara lot, with a frontage of $69\frac{3}{4}$ by $137\frac{1}{2}$ feet in depth, and was purchased by the School Department for \$15,000. The Board is now preparing a plan for an eight-class-room building, which will cost about \$14,000.

This building is very much needed to accommodate the large number of youth living on the city front and on the eastern slope of Telegraph Hill, who are compelled to travel through the dangerous thoroughfares of the business portion of the city to attend schools distant from their homes. There is also a large class of children not now attending any school, who can be gathered in this school as soon as the building is completed.

OCEAN HOUSE SCHOOL.

The Board of Education has received the donation of an eligible school site for the Ocean House School, at the junction of

the old Ocean House road with the new Mission road to the beach. The architect is now preparing a plan for a two-class-room building, which will cost about \$3,000.

This building when completed will afford ample accommodations for this section of the county for several years.

NEW SCHOOL-HOUSES REQUIRED.

Notwithstanding the Board of Education is now erecting seven fine school-houses, with seventy-three class-rooms capable of accommodating four thousand and thirty-five grammar and primary pupils, yet there are 1,700 children now attending school in rented buildings, who cannot be accommodated in the new buildings which are at present being constructed.

RINCON GRAMMAR SCHOOL.

In my last report I urged the necessity of immediately erecting a suitable grammar school building to accommodate the increasing population of the Seventh, Ninth, and Tenth Districts. The rooms of the present building on Rincon Hill are too small and not properly arranged to accommodate the large classes of a grammar school. The new Montgomery street extension will pass through this lot, and will make the present site very unsuitable for school purposes. In a short time the Board of Education will therefore be compelled to remove the school to some more quiet and retired section of this District. This new site should be selected somewhere west of Third street, because the present population of Rincon Hill will soon be compelled to remove to make room for the business houses which will in a few years cover this part of the city.

There are also 720 primary pupils in this District taught in a rented building on Silver street, at a monthly expense of about \$175. The lease of this house will soon expire, when the Board of Education should, by all means, furnish these pupils with suitable accommodations belonging to the Department. As the Rincon School is the only girls' grammar school south of Market street, it is important that a first class building should be erected as soon as possible for this large District of the city. When the

new building is erected, the present one will afford suitable room for the primary pupils of the District for several years.

NEW COSMOPOLITAN SCHOOL.

As soon as the new Girls' High and Normal School is completed, the Board of Education will transfer the South Cosmopolitan Grammar School to the present High School building corner of Bush and Stockton streets.

While this will give ample accommodation for ten additional classes, still there will be eleven cosmopolitan classes in rented buildings which are entirely unfit for school purposes. Some of the rooms are in low basements of churches, without sufficient light and ventilation to make them pleasant or healthy.

I therefore desire to recommend that another building for a Cosmopolitan School be erected near Market and Sixth streets to better accommodate the large number of children living in the southern part of the city who desire to attend this school. This would relieve the crowded condition of the school on Post street, and at the same time be a great benefit and convenience to the parents living at the Mission, and in the distant southern portions of the city.

PRESIDIO.

A school building of not less than eight class-rooms should be erected in the vicinity of Union and Devisadero streets, to accommodate the large number of families living on the hill near Pacific street and around the Presidio Reservation. The present Spring Valley Grammar and Primary Schools are now over-crowded and are too far distant for little children to attend, who live in the western part of this District.

BOYS' HIGH SCHOOL.

The great increase in the attendance at the Boys' High School renders it necessary to erect a suitable edifice for this important institution. The present one on Powell street, near Clay street, is not large enough to accommodate all the pupils now desiring admission to the school. The Board of Education has therefore

been obliged, at great inconvenience, to separate the pupils. One class is instructed in the Washington School, which is located several blocks from the High School building.

But while I am in favor of the immediate erection of an edifice worthy of the school, yet I desire to enter my serious protest against the proposition of the Board of Education to locate the new building on a portion of Hamilton Square, which the Board of Supervisors has donated to the use of the School Department. It is too far from the centre of the city to be convenient or accessible to the mass of the population. It is bounded on the west by the Catholic and the Lone Mountain Cemeteries, beyond which the city will probably not extend for many years. It will therefore be a great injustice to the pupils of the High School to compel them to travel to the extreme suburbs of the city, especially when the Department owns a large and eligible school site not one-half as far from the centre of population. The fifty-vara lot on Eddy street, between Larkin and Polk streets, is centrally located and is large enough to meet the wants of the rapid growth of our expanding city. While it is not one-half so far from the business portion of the city as the proposed site on Hamilton Square, yet it is far enough in the outskirts to be free from the confusion and annoyance of the thickly-settled thoroughfares.

CONDITION OF THE BUILDING FUND.

Since the Legislatures of California and the citizens of San Francisco have always been so liberal in supplying ample funds for the support of our public schools, I desire to present the following statement of expenditures and proposed disbursements of the Special Building Fund to be raised from the sale of the three hundred thousand dollars of School Bonds which the Mayor, Auditor and Treasurer are empowered to issue, by an Act of the last Legislature. I have already reported the sale of one-half of these Bonds for \$138,513 75, which, added to the \$3,237 65 to the credit of this fund at the close of last year, makes a total of \$141,751 40. If the Commissioners dispose as favorably of the remaining half of the Bonds, the entire Building Fund will amount to \$280,265 15. From this fund was expended up to

the close of the fiscal year \$36,265 70 to pay the deficiency in the General School Fund, \$14,893 88, to meet the deficiency in the Sinking Fund for the redemption of the School Bonds of 1860, and \$2000 for a school lot in South San Francisco, amounting to \$53,159 58, which deducted from the entire Fund leaves a balance of \$227,105 57 to erect the buildings which I have already mentioned and which are imperatively demanded to relieve the present wants of our overcrowded schools. The Board of Education has, up to the date of the present writing (Sept. 20th), incurred the following liabilities.

Erection of School-house on Eighth street, contract price.....	\$25,850 00
Probable extras.....	2,000 00
Erection of School-house on Valencia street, contract price.....	25,850 00
Probable extras.....	2,000 00
Erection of School-house on McAllister street, contract price.....	25,850 00
Probable extras.....	2,000 00
Erection of Girls' High School building, contract price.....	28,200 00
Probable extras.....	2,000 00
Erection of School-house on Point Lobos road, contract price.....	5,450 00
Probable extras.....	500 00
Purchase of School site on Broadway.....	15,000 00
Purchase of School site on McAllister street.....	7,636 30
Repairs on Eighth-street, Hayes Valley and Shotwell-street School-houses.....	2,649 25
Architect's salary for one year	3,000 00
William Craine, for plans	475 00
Stamps on School Bonds	66 20
Grading Hayes Valley School lot.....	1,272 62
Erecting School-house on Broadway.....	15,000 00
	<hr/>
	\$164,799 37

This amount, deducted from \$227,105 57, leaves a balance of \$62,306 20, with which to erect the necessary buildings to accommodate the large number of pupils who are attending school in rented rooms, and the large army of youth under six years of age who will be continually applying for admission. Unless great judgment and economy are exercised in the disbursement of this fund, it will all be expended without furnishing any suitable accommodations for a large class of primary children for whom it was especially appropriated. I earnestly recommend that a suitable building be erected for the Spring Valley District, and one in the western portion of the Lincoln District, to accommodate the Cosmopolitan pupils in that part of the city, before expending most of the balance of the Building Fund on an expensive High School edifice.

SCHOOL BONDS.

Since most of the school buildings have been erected from the proceeds of the sale of School Bonds, I have prepared the following statement of all the bonds issued by the School Department since its organization.

In 1854, the Board of Education issued \$60,000 of 7 per cent Bonds, payable in 12 years. The proceeds of these Bonds were expended in erecting the brick building for the Union School, the old building, corner of Bush and Stockton streets, now occupied by a Cosmopolitan School, and the North Beach school-house, which at present is occupied for a City and County Hospital. These bonds have all been redeemed.

In 1860, the Board of Education was authorized to issue \$75,000 of ten per cent. School Bonds, from the sale of which the sum of \$70,803 41 was realized. This Building Fund was economically expended for the following valuable school property. The purchase of the site and building of the Powell-street Primary School; the purchase of a lot on the corner of Washington and Mason streets and the erection of the Washington School building; the erection of the Rincon Grammar building; the erection of the building now occupied by the State Normal School, corner of Market and Fifth streets; the erection of the Mission Grammar building, and the purchase of the lot occupied by the same;

and the purchase of the lot and the primary building on Bush street, near Hyde street. These Bonds were made payable in ten years, and were all cancelled during the last year.

Again, in 1866 the Legislature authorized the Auditor and Treasurer to issue \$275,000 of seven per cent. School Bonds, payable in twenty years. The sum of \$234,515 38 was realized from the sale of these Bonds, which, after deducting \$76,324 55, the deficit in the current expenses of the School Department of that year, left a Building Fund of \$158,190 83 with which the following buildings were erected: The Spring Valley building, on Broadway near Polk street, eight rooms, with 480 seats; the Market street Primary, corner of Fifth and Market streets, twelve rooms, with 720 seats; the Tehama Primary, on Tehama street, between First and Second streets, sixteen rooms, with 960 seats; the Broadway School building, on Broadway between Powell and Mason streets, eleven rooms, with 660 seats; the Filbert-street School, on Filbert street between Jones and Taylor, eleven rooms, with 660 seats; Post-street Cosmopolitan Primary, six rooms, with 360 seats; Shotwell-street Grammar School, on Shotwell street, between Twenty-second and Twenty-third streets, eight rooms, with 480 seats; Eighth-street Primary, on Eighth street, near Harrison street, eight rooms, with 480 seats; Pine-street Primary, corner of Pine and Larkin streets, eight rooms, with 480 seats; Union Primary School, corner of Filbert and Kearny streets, eight rooms, with 480 seats; State Normal Training School, Market street near Fifth, four rooms, with 240 seats; West End School, one room, with 60 seats; and Tyler-street School, on Tyler street, between Scott and Pierce streets, four rooms, with 240 seats. The total number of study and recitation rooms furnished with this Building Fund was 105, with ample accommodation for 6300 pupils.

During the last session of the Legislature the city was again authorized to issue \$300,000 more Schools Bonds, to raise an adequate Building Fund to relieve the present over-crowded condition of our Public Schools. I have already given a detailed statement of how the Board of Education propose to appropriate most of this fund.

The present indebtedness of the School Department on account of Bonds issued for school purposes is as follows:

School Bonds of 1866 outstanding.....	\$212,000 00
School Bonds authorized by the Act of the Legislature of 1870.	300,000 00
Total.....	<u>\$512,000 00</u>

To pay the interest and Sinking Fund for the redemption of these Bonds, the Board of Education is obliged to transfer each year from the income of the Public Schools the sum of \$60,000. This is to be regretted as it will materially reduce the General School Fund, which will be barely sufficient to defray the current expenses of the Department and furnish suitable accommodations for the large number of children in our city which the school census shows will soon be applying for admission.

It is a great financial question for the city to consider whether it is a wise policy to embarrass the School Fund with further indebtedness by issuing any more School Bonds for building purposes. In most of the Eastern cities a liberal tax is levied to raise funds for the erection of school-houses. On the following pages under the head of "Cost of Instruction," I have compiled from the Superintendent's report of Detroit, a statement of the money raised for tuition and building purposes for the fiscal year 1869, in most of the cities in the older States. This table shows a spirit of liberality in the support of public instruction that compares favorably with San Francisco, considering our wealth and population.

I think it would be wisdom and economy for the Legislature to authorize the city to levy in the future an adequate building tax to meet the growing wants of the city: for, as long as San Francisco continues to increase so rapidly in population, so long must we expect to contribute our wealth for the education of our youth. It is a burden and responsibility which every good citizen should welcome with pleasure and pride as the surest evidence of our future happiness and prosperity.

COST OF INSTRUCTION.

The appendix to this report contains the average attendance and cost of tuition in each of the public schools during the year. The cost per capita includes the teachers' and janitors' salaries for the year, and is found by dividing this amount by the average number of scholars belonging. I have also computed the average cost of tuition in all of our public schools, including the Primary, Grammar, and High Schools. This estimate is based upon the teachers' and janitors' salaries, rents, lights, and fuel for the last year. The average number of pupils attending school during the year is 16,371, and the current expense, including the foregoing items, is \$364,423 44. This amount divided by the average number belonging gives \$22.26 as the average tuition of pupils attending 206 days—the entire year. The number of different pupils enrolled and who have attended school a longer or shorter period of time, is 22,152. This entire number has been educated at an expense, including the current and all miscellaneous disbursements, of \$388,735 64, which is an average, per pupil, of \$17.54. But it must be remembered that this includes all the expenses of conducting the High, Grammar, and Primary Schools. The cost of educating each child attending the Primary Schools during the year (which contain nearly three-fourths of the pupils of the Department), is only \$11.78. This difference is mainly owing to the fact that all the teachers of the Primary Schools are ladies who receive comparatively small salaries, and who instruct a much larger number of pupils in each class than one teacher can possibly take charge of in the higher grades of the Grammar or the High Schools. In the High Schools the average cost of tuition per pupil for the year is about \$91.28.

The following is a statement of the yearly expenditures of the School Department since 1852; also, the total expenditures of the city since 1860. This amount includes the entire expenses of the School Department, such as current expenses, the purchase of school sites, the erection and repair of school-houses, etc.

YEARS.	Total Expenses of the City.	Total Expenses of the School Department.	Per cent. of Expen- diture for School purposes.
1852.....		\$23,125 00	
1853.....		35,040 00	
1854.....		159,249 00	
1855.....		136,580 00	
1856.....		125,064 00	
1857.....		92,955 00	
1858.....		104,808 00	
1859.....		134,731 00	
1860.....	\$1,142,290 89	156,407 00	.13
1861.....	826,012 33	158,855 00	.19
1862.....	812,569 25	134,567 00	.16
1863.....	1,387,806 12	178,929 00	.13
1864.....	1,495,906 32	228,411 00	.16
1865.....	1,819,078 52	346,862 00	.19
1866.....	2,192,918 79	361,668 00	.17
1867.....	2,356,301 88	507,822 00	.21
1868.....	2,365,250 11	376,392 00	.16
1869.....	2,459,210 05	400,842 00	.16
1870.....	2,684,433 27	543,519 78	.20

Although it may appear that the city of San Francisco has expended a large sum to plant our noble system of Public Schools upon these Pacific shores, yet when we consider the high prices which everything has commanded since the early history of our city, I think no one should charge the Board of Education with extravagance in the management of our schools. By comparing the entire expenses of conducting our schools with the following table of sums raised for school purposes in some of the other leading cities of our country, for the year 1869, we still find that according to our wealth and population, the per cent. of expenditure is less in San Francisco than in most of the Eastern cities.

STATEMENT OF TAXES FOR SCHOOL PURPOSES IN SEVERAL EASTERN CITIES FOR 1869.

CITIES.	Assessed valuation of the Real and Personal Property of the City	Total of City Taxes for all purposes....	Money raised for all Public School purposes, exclusive of building School- houses	Money raised for building School houses.....	Per cent. of money raised for School purposes on the total revenue of the city.	Cash valuation of all City Public School Property whatever.
San Francisco, 1869-70.....	\$114,759,510	\$2,871,192	\$505,592	\$95,748	20.9	\$1,729,800
Chicago	265,012,140	3,975,182	453,171	182,623	15.9	1,873,375
Cincinnati	130,715,510	3,150,243	771,221	.....	24.4	1,500,000
St. Louis	138,523,480	2,398,121	522,112	159,682	28.4	3,055,382
Louisville	70,000,000	1,037,000	148,936	50,000	19.2	602,100
Boston	549,511,600	7,279,324	982,677	346,611	18.2	3,962,869
Baltimore	212,000,000	.....	481,343	116,480	.....	.....
Newark	73,872,050	605,000	115,000	25,000	23.	462,500
Providence	93,070,900	1,135,464	140,000	115,000	21.5	500,000
New Haven	38,010,539	339,316	103,918	35,898	40.4	500,000
Detroit	22,935,853	713,094	91,240	75,000	23.2	324,000
Cleveland	36,462,967	1,272,013	149,498	161,000	25.1	789,958
Milwaukee	43,689,398	438,803	100,000	12,495	25.5	323,300
Pittsburg	160,000,000	1,000,000	140,000	128,000	26.8	749,237
Albany	29,646,949	616,611	150,531	70,000	35.7	260,000
Rochester	10,529,850	490,576	54,000	11,000	13.2	155,000
Lowell	11,893,182	433,413	75,000	23,000	22.6	237,170
Syracuse	23,567,180	283,989	70,857	23,000	30.7	450,000
Springfield	31,521,350	389,680	80,295	34,285	29.2	310,847
Worcester	31,763,835	469,953	106,605	101,359	42.	400,000
Jersey City	31,763,835	444,997	83,000	.....	18.6	250,000
Toledo	9,079,400	526,760	82,826	20,000	13.7	300,000
Cambridge	39,210,900	566,818	121,216	20,000	24.9	400,000
Indianapolis	12,757,572	271,416	47,057	51,706	36.1	255,000

TEACHERS' SALARIES.

Since there have been considerable excitement and discussion, pro and con. during the last year in the public press and among the friends and enemies of the Public Schools, in regard to the schedule of salaries paid to the teachers in the employ of the Department, I have prepared the following comparative statement of the salaries in San Francisco and in several of the leading cities of the East. These statistics have been collated from the able report of Duane Doty, Esq., Superintendent of Public Schools of Detroit, and are for the year 1869. They are the most valuable and interesting facts which have yet been published in regard to the management and condition of our schools. I cannot too strongly commend them to those interested in public instruction, as they contain a complete epitome of all the important items of financial interest in connection with the schools of these cities. The teachers and friends of education in San Francisco cannot charge the Board of Education with being mean or parsimonious in rewarding the faithful teachers of our schools with low and illiberal salaries. This is especially the case in regard to the salaries paid to the primary assistant teachers, which are more than one hundred per cent. higher than the salaries which are paid to teachers in similar positions in most of the Eastern cities.

		SAN FRANCISCO.	CHICAGO.
1—Population at this date.....		161,250	252,054
2—Assessed valuation of the real and personal property of the city.....		\$114,759,510 00	\$265,012,140 00
3 Cash valuation of the Public School property at this date.....		\$1,729,800 00	\$1,873,375 00
4—School census ages.....		5 and 15	6 and 21
5—Last School Census.....		25,785	64,757
6—Whole number of different names enrolled in the School Registers for the year.....		22,152	34,740
7—Average number of pupils belonging to the Public Schools for the year.....		16,371	22,837
8—Number of pupils in average daily attendance		15,394	22,064
9—Whole number of sittings in Public Schools.		15,500	23,000
10—Amount raised for building purposes, building School Houses for the year.....		\$46,290 61	\$182,623
11—Number of weeks in the school year.....		42	40
12—Cost of tuition based on rates of salaries paid teachers at the close of the year.....		\$21 00	\$16 05
13—School sittings will accommodate what per cent. of School Census.....		62.3	35.5
WHOLE NUMBER OF TEACHERS WITH RATES OF SALARIES PAID AT THE CLOSE OF THE YEAR 1869.		1 at \$3,000	1 at \$2,500
		1 at 2,500	1 at 2,200
		10 at 2,100	28 at 2,000
		10 at 1,800	1 at 1,600
		9 at 1,500	1 at 1,000
		1 at 1,200	1 at 800
		4 at 900
		1 at 840
		Eve'g } 1 at 720
		school { 19 at 600
Men.....	
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CINCINNATI.	ST. LOUIS.	LOUISVILLE.	BOSTON.
225,000	250,000	140,000	220,870
\$130,715,510 00	\$138,523,480 00	\$70,000,000 00	\$549,511,600 00
\$1,500,000 00	\$3,053,382 00	\$602,100 00	\$3,962,869 00
5 and 21	5 and 21	6 and 20	5 and 15
105,624	76,443	37,216	42,624
24,828	19,545	13,560	.....
19,591	16,659	9,530	33,535
18,637	15,587	8,550	31,126
22,320	18,096	.....	39,356
.....	\$159,682 00	\$50,000 00	\$346,611 00
42	40	42	42
\$17 83	\$17 29	\$14 85	\$21 85
21	23.6	.....	92.3
2 at \$2,600	1 at \$3,000	2 at \$2,500	4 at \$4,000
2 at 2,200	2 at 2,250	18 at 1,500	35 at 3,000
1 at 2,100	17 at 2,000	1 at 1,000	31 at 2,400
2 at 2,050	1 at 1,900	11 at 900	10 at 1,700
1 at 2,000	1 at 1,800	.....	.....
16 at 1,900	2 at 800	.....	.....
8 at 1,800	1 at 750	.....	.....
2 at 1,700	2 at 700	.....	.....
1 at 1,600	1 at 650	.....	.....
4 at 1,500	.....	.....	.....
1 at 1,400	.....	.....	.....
19 at 1,300	.....	.....	.....
2 at 1,200	.....	.....	.....
7 at 1,100	.....	.....	.....
3 at 1,000	.....	.....	.....
15 at rate am't to 9,700	.....	.....	.....
1 at \$1,800	1 at \$2,500	1 at \$1,500	1 at \$1,700
1 at 1,500	3 at 1,400	3 at 900	3 at 1,500
2 at 1,200	2 at 1,300	3 at 800	30 at 900
5 at 1,000	7 at 1,200	3 at 650	58 at 800
2 at 900	7 at 1,000	58 at 600	584 at 700
23 at 800	10 at 900	48 at 500	17 at 1,000
3 at 750	32 at 750	69 at 400	5 Music at 10,550
140 at 700	8 at 700	3 Music at 3,500	2 Drawing at 4,500
35 at 650	51 at 650	.....	.....
39 at 600	129 at 600	.....	.....
32 at 550	68 at 550	.....	.....
42 at 500	34 at 500	.....	.....
18 at 450	3 at 400	.....	.....
10 at 400	3 Music at 2,000	.....	.....
.....	1 Writing at 2,000	.....	.....
.....	1 Drawing at 1,000	.....	.....
439 at \$350,500	338 at \$288,050	220 at \$141,610	780 at \$732,850

DETROIT.	SPRINGFIELD.	ALBANY.	NEW HAVEN.
80,000	30,000	75,000	47,000
\$22,935,853 00	\$23,567,180 00	\$29,646,949 00	\$38,010,539 00
\$324,000 00	\$316,847 00	\$260,000 00	\$500,000 00
5 and 20	5 and 15	5 and 21	4 and 16
27,039	4,156	27,395	9,750
10,717	4,617	9,713	6,767
7,127	3,123	6,096	5,664
6,883	.....	5,211	5,337
7,118	4,440	6,070	6,069
\$75,000 00	\$34,285 00	\$70,000 00	\$35,898 00
40	40	42	40
\$8 00	\$17 85	\$13 28	\$14 49
26.3	100.0	22.1	62.2
3 at \$1,500	1 at \$2,300	1 at \$3,000	1 at \$3,000
1 at 1,400	5 at 1,700	1 at 2,000	8 at 2,000
1 at 1,200	1 at 1,500	4 at 1,750	1 at 1,800
2 at 1,100	1 at 1,200	11 at 1,500	.....
1 at 900	.....	1 at 1,200	.....
.....	.....	1 at 1,000	.....
.....	.....	2 at 800	.....
.....	.....	1 at 600	.....
.....
.....
1 at \$800	1 at \$800	1 at \$900	2 at \$800
1 at 625	6 at 600	1 at 700	4 at 700
1 at 600	7 at 550	2 at 550	3 at 650
10 at 500	4 at 500	49 at 500	6 at 600
3 at 475	56 at 450	39 at 450	20 at 550
1 at 450	2 at 425	6 at 400	40 at 500
19 at 425	4 at 375	1 Music at 1,650	10 at 450
1 at 410	6 at 350	.....	21 at 400
40 at 400	6 at 200	.....	7 at 350
22 at 350	1 Writing at 1,200	11 at 200
20 at 300	1 Music at 1,800
.....	1 Drawing at 1,000
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127 at \$57,085	101 at \$55,800	120 at \$80,900	136 at \$82,100

	WORCESTER, MASS.	LOWELL.	PROVIDENCE.	ROCHESTER.
1....	41,000	40,000	66,500	75,300
2....	\$31,251,350 00	.....	\$93,070,900 00	\$10,529,850 00
3....	.....	\$237,170 00	\$500,000 00	\$155,000 00
4....	5 and 15	5 and 15	.....	.....
5....	6,846	6,166	.....	25,803
6....	8,691	7,147	8,569	8,704
7....	6,322	5,226	.....	6,233
8....	5,610	4,627	7,321	5,454
9....	6,877	6,053	.....	6,999
10....	\$101,359 00	\$23,000 00	\$115,000 00	11,000
11....	41	44	41	42
12....	\$12 88	\$12 83	.....	\$11 42
13....	100.0	98.1	.....	27.1
Teachers—Men.	1 at \$2,000	1 at \$2,200	2 at \$1,900	1 at \$1,800
	1 at 1,800	1 at 1,800	6 at 1,800	10 at 1,200
	6 at 1,700	8 at 1,700	1 at 1,400	1 at 500
	.....	2 at 1,500	1 at 250	.....

Teachers—Women.	2 at \$1,000	1 at \$900	1 at \$1,100	8 at \$600
	1 at 1,200	4 at 650	1 at 950	1 at 700
	1 at 650	67 at 500	2 at 800	4 at 500
	2 at 600	6 at 450	2 at 700	126 at 400
	2 at 800	17 at 400	25 at 500	.....
	1 at 700	.....	18 at 450	.....
	25 at 575	.....	23 at 425	.....
	23 at 550	.....	16 at 400	.....
	56 at 507	.....	5 at 600	.....
	8 at 450	.....	7 at 575	.....
	1 Music at 1,500	.....	30 at 550	.....
	.....	.....	3 at 475	.....
	.....	.....	17 at 350	.....
	.....	.....	1 at 255	.....
	.....	.....	2 Sewing at 500	.....
	.....	.....	1 Music at 700	.....
	.....	.....	2 Music at 600	.....
	.....	.....	1 Music at 500	.....
	130 at \$81,475	107 at \$67,100	167 at \$100,730	151 at \$72,200

COLUMBUS.	TOLEDO.	NEWPORT, R. I.	WHEELING, VA.
40,000	33,000	13,000	20,000
.....	\$9,079,400 00	\$21,407,400 00	\$11,000,000 00
\$300,000 00	\$300,000 00	\$90,000 00	\$108,000 00
5 and 21	5 and 21	5 and 16	6 and 21
9,380	9,079	3,100	6,706
4,936	5,249	1,417	2,890
3,789	3,513	1,113	1,981
3,600	3,345	1,027	1,859
4,307	4,309	1,496	2,600
.....	\$20,000 00	\$31,500 00	\$27,648 00
40	40	40	40
\$15 05	\$13 47	\$12 91	\$13 20
45.9	47.4	48.2	38.7
1 at \$1,800	1 at \$2,000	1 at \$1,500	6 at \$1,000
2 at 1,600	3 at 1,500	2 at 1,000	1 at 700
6 at 1,500	1 at 1,400	1 at 400	1 at 600
1 at 1,250	2 at 800	.....	2 at 400
2 at 800	2 at 750	.....	.....
.....	3 at 550	.....	.....
.....	1 at 500	.....	.....
.....	1 at 450	.....	.....
5 at \$650	3 at \$800	1 at \$900	7 at \$400
54 at 500	1 at 675	2 at 550	16 at 385
9 at 450	8 at 600	1 at 525	22 at 360
11 at 400	2 at 575	1 at 475	1 at 300
1 at 1,500	9 at 550	1 at 450	.....
.....	6 at 525	8 at 425	.....
.....	20 at 500	1 at 375	.....
.....	10 at 475	10 at 325	.....
.....	2 at 450	.....	.....
.....	6 at 425	.....	.....
.....	2 at 400	.....	.....
.....	5 at 350	.....	.....
.....	1 at 240	.....	.....
.....
.....
.....
.....
.....
92 at \$57,050	80 at \$47,420	29 at \$14,375	56 at \$26,160

	ST. PAUL, MIN.	CAMDEN.	ST. JOSEPH.	INDIANAPOLIS.
1....	20,000	27,000	25,000	44,000
2....	\$9,000,000 00	\$8,575,509 00	\$8,224,890 00	\$21,757,572 00
3....	\$60,000 00	\$109,170 00	\$81,000 00	\$255,000 00
4....	5 and 21	5 and 18	5 and 21	6 and 21
5....	5,078	5,631	5,127	11,028
6....	2,500	2,912	2,160	5,160
7....	1,550	2,221	1,293	3,549
8....	1,420	1,959	1,186	3,375
9....	1,650	2,518	1,664	4,000
10....	.....	.....	\$30,000 00	\$51,706 00
11....	40	42	40	40
12....	\$12 48	\$8 86	\$14 19	\$15 10
13....	32.4	44.7	32.4	36.2
Teachers—Men.	1 at \$1,400	1 at \$1,500	1 at \$1,800	1 at \$1,700
	3 at 1,200	2 at 1,200	2 at 1,200	2 at 1,200
	1 at 1,000	1 at 500	.....	1 at 1,600

Teachers—Women.	1 at \$650	1 at \$750	1 at \$800	1 at \$1,200
	4 at 500	2 at 600	1 at 750	1 at 850
	10 at 450	3 at 475	1 at 700	3 at 800
	10 at 400	3 at 425	4 at 600	4 at 750
	4 at 375	7 at 380	19 at 500	4 at 700
	.....	1 at 350	.....	9 at 650
	.....	8 at 340	.....	10 at 600
	.....	1 at 325	.....	15 at 550
	.....	7 at 300	.....	19 at 500
	.....	9 at 275	.....	17 at 450
	.....	.....	.....	1 at 400
	36 at \$19,350	46 at \$19,680	29 at \$18,350	88 at \$53,600

BANGOR.	KINGSTON, N. Y.	MANCHESTER.	CAMBRIDGE.
20,000	10,000 00	27,000	40,00
\$9,059,122 00	\$1,774,880 00	\$10,205,402 00	\$39,210,900 00
\$112,000 00	\$60,000 00	\$140,000 00	\$400,000 00
4 and 21	.....	5 and 18	5 and 15
5,382	1,803	5,000	7,571
3,572	1,225	3,500	.....
2,849	1,100	2,259	5,642
.....	900	1,969	5,191
3,950	1,000	2,400	.....
.....	\$4,990 00	\$8,500 00	\$20,000 00
36	42	40	43
\$8 72	\$12 55	\$14 50	\$17 36
73.3	55.4	48.0	.....
1 at \$1,800	1 at \$1,400	1 at \$1,800	1 at \$2,500
1 at 1,350	1 at 1,200	2 at 1,500	9 at 2,000
1 at 1,000	4 at 750	1 at 1,300	.....
.....	.....	1 at 1,200	.....
.....	.....	1 at 1,100	.....
.....	.....	2 at 800	.....
1 at \$700 00	1 at \$600	1 at \$800	1 at \$1,000
1 at 550 00	1 at 550	3 at 500	5 at 800
4 at 400 00	1 at 500	1 at 450	95 at 600
10 at 388 50	3 at 456	32 at 400	9 at 550
32 at 306 00	12 at 396	5 at 370	17 at 5
1 at 296 00	.....	11 at 350	1 Music at 2,000
6 at 171 00	.....	2 Music at 1,500	.....
12 at 130 00	.....	.....	.....
1 Music at 700 00	.....	.....	.....
1 Writing at 650 00	.....	.....	.....
.....
72 at \$21,859 00	24 at \$13,810	63 at \$32,775	138 at \$97,950

	POUGHKEEPSIE.	PATTERSON	BURLINGTON, IOWA.	PITTSBURGH.
1....	19,000	40,000	16,000	100,000 00
2....	\$15,356.55 00	.....	\$3,650,000 00	\$240,000,000 00
3....	\$55,000 00	\$150,000 00	\$90,000 00	\$749,297 00
4....	5 and 21	5 and 18	5 and 21	6 and 21
5....	5,772	7,955	4,313	23,000
6....	2,865	6,094	2,063	12,329
7....	1,546	3,451	1,414	8,747
8....	1,181	.....	.....	7,057
9....	1,737	4,000	2,000	10,911
10....	.....	\$46,000	\$7,000 00	\$128,000 00
11....	41	44	40	40
12....	\$9 99	\$9 02	\$13 08	\$15 91
13....	30.0	5.02	46.3	43
Teachers--Men.	1 at \$1,200	1 at \$1,500	7 at \$1,000	1 at \$2,200
	.....	2 at 1,100	1 at 1,500	5 at 1,750
	.....	1 at 1,000	.....	15 at 1,600
	.....	1 at 800	.....	7 at 1,200
	.....	1 at 600	.....	1 at 600
	.....	1 at 400	.....	1 at 300
	.....	.....	.....	1 at 600
Teachers--Women.	1 at \$600	1 at \$600	2 at \$600	1 at \$900
	3 at 450	4 at 550	22 at 400	1 at 750
	6 at 400	1 at 500	.....	27 at 650
	8 at 350	3 at 460	.....	30 at 550
	5 at 325	3 at 450	.....	43 at 500
	1 at 320	2 at 425	.....	30 at 450
	15 at 300	9 at 400	.....	7 at 600
	1 at 150	6 at 375	.....	26 at 400
	1 Music at 1,500	8 at 350	.....	16 at 300
	.....	13 at 325	.....	4 at 1,000
	.....	20 at 300	.....	2 at 150
	42 at \$15,445	77 at \$31,155	32 at \$18,500	218 at \$139,250

SCHOOL CENSUS.

MARSHAL'S REPORT OF THE SCHOOL CENSUS RETURNS FOR THE CITY AND COUNTY OF SAN FRANCISCO, FOR THE SCHOOL YEAR
ENDING JUNE 30, 1870.

SCHOOL CENSUS.

39

WARDS.	Number of White Children between five and fifteen years of age.....		Number of Negro Children between five and fifteen years of age.....		Number of Indian Children between five and fifteen years of age who live under guardianship of white persons		Number of Children under five years of age....		Number of Children between five and fifteen years of age who have attended Public Sch'ls at any time during the School Year.....		Number of Children between five and fifteen years of age who have attended Private Sch'ls at any time during the year		Number of Children between five and fifteen years of age who have not attended School at any time during the School Year.....		Number of Mongolian children under fifteen years of age.....		No. of Mongolian child'r'n between 5 and 15 years of age attending school.		Number of White children between five and six years of age.....	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	White.	Negro.	Indi'n	White.	Negro.	Indi'n	White.	Negro.	Indi'n	.....	.....	.....	.....
1st Ward.....	634	633	1307	1	3	4	984	2	.....	986	4	2	47	.....	.....	7	.....	99	.....
2d Ward.....	1374	1386	2760	16	12	28	1735	13	.....	1771	26	.....	515	2	.....	21	7	278	.....
3d Ward.....	81	84	165	.....	.....	.....	106	.....	.....	131	1	.....	24	.....	.....	3	.....	14	.....
4th Ward.....	866	851	1717	34	36	70	1059	32	.....	1198	45	.....	247	6	.....	113	63	91	.....
5th Ward.....	89	84	173	.....	.....	.....	82	1	.....	98	.....	.....	19	.....	.....	3	.....	2	.....
6th Ward.....	512	572	1084	12	9	21	611	11	.....	760	18	.....	319	2	.....	126	68	115	.....
7th Ward.....	870	818	1688	5	6	11	1024	3	.....	995	3	.....	341	2	.....	2	.....	138	.....
8th Ward.....	1445	1523	2968	.....	.....	7	1965	6	.....	1864	4	.....	658	.....	.....	8	.....	167	.....
9th Ward.....	1112	1153	2265	.....	.....	5	1538	5	.....	1397	.....	.....	376	.....	.....	2	.....	266	.....
10th Ward.....	2445	2688	5133	3	3	6	3329	.....	.....	3025	1	2	1168	3	.....	1	8	328	.....
11th Ward.....	2177	2438	4615	3	1	4	3445	.....	.....	4117	2	.....	646	.....	.....	4	.....	469	.....
12th Ward.....	1551	1449	3000	.....	.....	.....	1915	.....	.....	1849	1	.....	217	.....	.....	5	.....	178	.....
Grand Totals.	13,156	13,719	26,875	74	70	15	20,178	73	.....	18,191	105	4	4571	11	.....	5	298	2172	.....

These figures are encouraging, and show that, notwithstanding the great business depression which we have experienced during the year, our city is steadily increasing in population and prosperity. Last year the whole number of children of all races under fifteen years of age was 41,488; this year the number is 45,617, a gain of 4,129. Last year the whole number of children between six and fifteen years—the legal age to attend school—was 23,905; this year the number is 24,879, a gain of 974.

The following is a comparative statement of all the children in the city under eighteen years of age, from 1859 to 1865 inclusive. Since 1865 the census has only been taken of children under the age of fifteen.

June, 1859	13,858
“ 1860.....	15,400
“ 1861.....	20,933
“ 1862.....	22,044
“ 1863.....	25,952
“ 1864.....	30,480
“ 1865.....	32,529

UNDER FIFTEEN YEARS OF AGE.

June, 1866.....	30,675
“ 1867.....	34,889
“ 1868.....	39,728
“ 1869.....	41,488
“ 1870.....	45,617

ATTENDANCE.

The attendance during the last year has been more general and regular than during any previous period in the history of our Public Schools. According to the reports of the census marshals the whole number of children in the city between six and fifteen years—the legal age to attend school—is 24,879; the whole number of children attending school a longer or shorter period of time was 22,152, which is an attendance of 89 per cent. of all the children in the city of the legal age to attend school. The average num-

ber of children belonging to the schools is 16,371, which is a general average attendance of 66 per cent. This shows a better percentage of attendance at our Public Schools than is reported in any other city of the country.

The following is a summary of the monthly reports of all the Public Schools during the last school year :

Whole number of days' attendance.....	3,178,923
Whole number of days' absence	214,938
Whole number of cases of tardiness	51,155
Whole number of pupils enrolled.....	22,152
Average number belonging	16,371
Average daily attendance	15,394
Percentage of attendance on the average number belonging	94
Number of new pupils entered who have not before attended the Public Schools during the year.....	7,912
Number of pupils received by transfer from other schools	3,201
Number left school	9,407
Total number of suspensions.....	251
Total number of instances of truancy.....	892
Total number of cases of corporal punishment.....	8,105
Number of times the teachers have been tardy, or have left before the close of school.....	1,572
Number of days the teachers have been absent from school.....	1,473
Number of visits made to classes by the Principals of the Districts	8,400
Number of visits made by teachers to parents.....	3,893
Number of visits made by School Directors.....	1,494
Number of visits made by the Superintendent.....	857
Number of visits to classes by the public.	14,164

I have also prepared the following comparative statement of the whole number of pupils enrolled, and the average daily attendance of all the Public Schools since 1852; and the percentage of attendance since 1860.

	No. Enrolled.	Average Daily Attendance.
During the year ending October 31, 1852.....	2,132	445
During the year ending October 31, 1853.....	2,870	703 $\frac{1}{3}$
During the year ending October 31, 1854.....	4,199	1,011 $\frac{1}{2}$
During the year ending October 31, 1855.....	4,694	1,484
During the year ending October 31, 1856.....	3,370	2,516
During the year ending October 31, 1857.....	4,637	2,155
During the year ending October 31, 1858.....	5,273	2,521
During the year ending October 31, 1859.....	6,001	2,829
During the year ending October 31, 1860.....	6,108	2,837
During the year ending October 31, 1861.....	6,674	3,377
During the year ending October 31, 1862.....	8,203	3,794
During the year ending October 31, 1863.....	8,177	4,389
During the year ending October 31, 1864.....	10,981	5,470
During the year ending October 31, 1865*.....	—	6,718
During the year ending June 30, 1866*.....	—	8,131
During the year ending June 30, 1867*.....	—	10,177
During the year ending June 30, 1868.....	17,426	11,871
During the year ending June 30, 1869.....	19,885	13,113
During the year ending June 30, 1870.....	22,152	15,394

* No record kept of the number enrolled.

PERCENTAGE OF ATTENDANCE.

1860.....	83
1861.....	90
1862.....	90
1863.....	91
1864.....	92
1865.....	92 $\frac{9}{10}$
1866.....	93 $\frac{1}{2}$
1867.....	93 $\frac{1}{2}$
1868.....	93 $\frac{3}{4}$
1869.....	92 $\frac{7}{10}$
1870.....	94

These percentages were obtained by dividing the whole number of days' attendance by the sum of the number of days' attendance and the number of days' absence.

CITY BOARD OF EXAMINATION.

The Board consists of Messrs. Silas A. White, E. D. Humphrey, Noah F. Flood, Hon. O. P. Fitzgerald, State Superintendent of

Public Instruction, John M. Burnett, Esq., President of the Board of Education, and James Denman, City Superintendent of Common Schools.

The applicants for certificates to teach English were thoroughly examined by written and printed questions in reading, spelling, defining, arithmetic, grammar, geography, history of the United States, theory and practice of teaching, School Law of California, Constitution of the United States, composition, algebra, physiology and natural philosophy.

The examination of candidates for the different certificates was the same, except in algebra and natural philosophy, which were omitted in the examination of applicants for third grade certificates.

One hundred and forty-one certificates have been issued during the year, viz., 5 first grade, 47 second grade, 51 third grade, 30 special certificates to teach German and French, 5 to teach music, 1 to teach drawing, 1 to teach in the Evening Schools, and 1 to teach in the Colored School, as Principal. Of these, 3 certificates of the first grade were issued upon examination by the Board, and 1 was renewed; 1 certificate of the second grade was issued upon examination, and 13 were renewed; 7 certificates of the third grade were issued upon examination, and 44 were renewed; 31 special certificates were issued upon examination, and 7 were renewed.

Of the 25 special certificates issued upon examination to teachers wishing to instruct in the foreign languages in the Cosmopolitan Schools, 11 were to instruct in German, 11 in French, and 3 in German and French. The Board was assisted in the examination in the German language by Prof. H. N. Bolander, Principal of the Cosmopolitan Schools, Dr. Carl Precht, and Dr. Elkan Cohn, and in the French language, by Dr. Pigné Dupuytren and M. Theodore Thiele, editor of the "National."

The graduates of the Girls' High and Normal School were granted certificates upon their examination in the High and Normal Training School; 1 received a first grade certificate, and 33 received second grade certificates. After six months' successful experience, these graduates are granted higher grade certificates, according to the option of the Board.

TRUANT OFFICER.

In my last report I urged the necessity of adopting severe and effective measures to check the growing evils of truancy and vagrancy, which are rapidly corrupting the youth of our city. I am happy to be able to report that while our schools have largely increased, the cases of truancy have decreased during the year from 1076 (the number reported last year) to 892, the number this year. During the year 773 pupils were reported to the Truant Officer for being absent from school without permission from their teachers. On visiting their homes it was ascertained that 289 were absent on account of sickness, or were detained to assist their parents, and 4 were withdrawn from school. 324 truants, who have been reported as the most incorrigible, have been induced to return to school through the exertions of the officer and the influence of the teachers, who in some instances have shown a commendable zeal and interest in visiting parents to reclaim the wayward and abandoned youth under their charge, which should entitle them to our kindest consideration and gratitude.

Forty incorrigible boys, who have defied all attempts at reformation by their teachers and parents, have been brought before the Police Judge and sentenced to the Industrial School, to rescue them from lives of infamy and crime. While great good has been accomplished in checking truancy in our schools, yet much remains to be done to free the city of a large class of youthful vagrants who are educating themselves in the streets and byways, and around the wharves, in all the crimes of a large metropolis. There are at least 2,000 children in San Francisco leading idle and vicious lives, who do not attend any school, and who are growing up in ignorance and vice. I cannot therefore too strongly recommend the necessity of passing and enforcing the most stringent laws to repress youthful vagrancy. If parents will not control their children and educate them for useful members of society, it is the duty of the State, for self-protection, to assume the responsibility. Society should also be educated and aroused to the importance of reclaiming the wayward youth in-

festing our city, for no laws can effect any great moral remedy unless sanctioned by an enlightened public sentiment.

GRAMMAR SCHOOLS.

The whole number of pupils enrolled in the grammar classes was 4,541; the average number belonging was 3,911, and the average daily attendance was 3,740.

To instruct this number of pupils the Board of Education employed 98 teachers, viz., 9 grammar-masters, 2 male Principals of mixed schools, one lady Principal of mixed school, 7 sub-masters, 8 head assistants and 71 assistants. Five special teachers were employed—two in drawing and three in vocal music.

The average number of pupils to each teacher was 40, and the average daily attendance was 38. The tuition of each pupil during the year was \$2.14; this estimate is based on the teachers' salaries only.

Three hundred and forty-five have passed over the course of study in the Grammar Schools, and have received certificates of graduation. Of this number 132, upon a re-examination for admission to the High Schools, were found qualified to enter.

The following table shows the number of pupils who graduated from the Grammar Schools and the number who were admitted to the High Schools.

Name of School.	No. Examined.	No. Graduated.	No. admitted into the High Schools upon Re-examination.
Lincoln	78	73	20
Rincon	39	39	25
Washington.....	18	15	1
Union	12	12	4
Denman ..	81	56	36
Broadway	19	19	13
Spring Valley.....	36	36	10
Mission	18	18	4
South Cosmopolitan.	43	43	7
Shotwell-street.....	22	22	6
North Cosmopolitan.....	15	12	6
Totals	381	345	132

The following table shows the number of pupils examined and promoted in the second, third and fourth grades of the Grammar Schools.

Name of School.	No. Enrolled.	No. Examined.	No. Promoted.
Denman	629	532	421
Lincoln	740	714	604
Rincon	452	327	300
Washington	188	158	149
Union	173	157	98
Broadway	229	222	165
Spring Valley	184	151	83
Mission	242	177	162
South Cosmopolitan	410	278	220
Shotwell-street	139	131	114
North Cosmopolitan	178	153	109
Tenth Street	182	86	73
South San Francisco	44	15	10
Pine and Larkin	13	13	13
Tyler-street	16	16	16
Totals	3,819	3,130	2,537

There have been no important changes in the Grammar Schools during the year. Greater progress has been attained in the instruction of the Grammar Department than during any previous year. With a better knowledge of the new course of study, our teachers have been more practical and thorough in their instruction.

At the annual examination in June, all the classes which had been on their respective grades one year passed a thorough and practical examination. The results given in the foregoing table show that the pupils acquitted themselves with a credit which should reflect great praise upon their instructors. The pupils were examined this year in writing, the same as last. The printed questions were all prepared by the Superintendent. The paper on each study contained from fifteen to twenty-five practical questions, which involved all the important topics of instruction taught in each grade. The percentage for graduation from the first grade was left optional with the Grammar Master of each District. For the second, third and fourth grades the percentage was 75.

I have not considered it wise or just to publish the percentage obtained by each school, on account of the great difference in crediting the answers by the different teachers in the Department. Generally, the Principals have carefully examined and credited the classes under their charge, according to the real merits of the answers, while others have been in the habit of marking their pupils too liberally in order to give their schools a high reputation for scholarship. Popularity upon such a false basis is generally of short duration, and in the end is always sure to injure the classification and retard the real progress of the pupils.

SUPERVISION.

At the head of each of the Grammar Schools there is a Grammar Master to supervise the organization of the Grammar and Primary Schools of the District. In order to give him time to discharge his difficult duties to the best advantage to the School Department, he is not required to give regular instruction to any particular class, or in any specified study. He is virtually a Deputy Superintendent, and is made responsible for the general condition and management of all the classes under his charge. By the rules of the Board of Education it is his duty, under the direction of the Superintendent, to examine and classify the pupils in the several classes of his School District. He is also required to visit the Primary Schools in his District at least once a month, for the purpose of noting the method of instruction, and the general success and management of the schools, and is required to report at the close of each month the number of visits made, and the schools and classes visited. He is authorized and required to examine the various classes, and recommend such changes and improvements as will secure a uniform system of instruction, in accordance with the provisions of the Manual of Instruction adopted by the Board of Education. In connection with the Principals of the Primary Schools, it is his duty to enforce the rule requiring every teacher's desk to be supplied with Calkin's Object Lessons, Sheldon's Elementary Instructions, Wilson's Manual, Cowdery's Moral Lessons, and such other books of reference as are required in the course of instruction adopted for

the Primary Schools. It is also his duty, after consulting with the Principals of the Primary Schools, to make an annual report to the Superintendent, at the close of the school month in May, of the success of the various teachers and their ability and fitness for the different positions in the School Department.

It will thus be seen that the success of the instruction imparted in our Grammar and Primary Schools depends, to a great extent, upon the administrative ability and professional qualifications and character of our Grammar Masters. In connection with the Principals of the High Schools, they have the direct supervision of 22,152 pupils; they must, therefore, necessarily exert a controlling influence in determining the character of our schools. Through the pupils and teachers under their charge they occupy positions of commanding influence in shaping public sentiment in respect to the education of the youth of our city.

The old motto, "As is the teacher so is the school," under our present organization should read, "As is the teacher so is the class," and "As is the PRINCIPAL so is the School."

A school organized and controlled by an able and energetic Principal, with even ordinary class-teachers, will accomplish *better* results than a school with good teachers, managed by an incompetent and inefficient Principal. In my visits I have always observed that those schools which accomplish most are those presided over by the most competent and hard-working Principals.

Wherever an efficient principal visits his classes daily to give model exercises and appropriate suggestions relative to the best methods of teaching, I have always found that such schools produce excellent results.

How important it is, then, that the Board of Education should employ none but the most gifted and able educators to fill the responsible position of Principal. In the language of another, "He ought to be a man of such power that his influence should be a constant presence, extending from the highest grade of his school to the lowest, permeating all, and following his pupils to their homes. His should be the mind to direct the labor of his associates in such a way as to give unity of design to the instruction of every department. He ought to be not only an earnest

and thoughtful teacher, but he should be one whose mind and nature have been broadened and liberalized by a generous culture. He ought to know how to teach any subject or grade in his school better than any teacher of that subject or grade." I have thus called attention to the important duties of the Principals of our schools, to show who is mainly responsible for the practical management and success of our schools.

It affords me great pleasure to report that most of our Principals are able teachers, who have labored with a zeal in elevating the character and usefulness of the schools under their charge, which should entitle them to the highest consideration and praise of every friend of education; yet some have given but little attention to the personal supervision of the classes committed to their charge. They have not infused that earnestness and enthusiasm in the work of the school-room, without which there can be but little success in the education of youth.

PRIMARY SCHOOLS.

The whole number of pupils enrolled in the Primary Schools during the year was 16,626; the average number belonging was 11,527; and the average daily attendance was 10,769.

The whole number of teachers regularly employed was 231; the average number of pupils to each teacher was 50, and the average daily attendance was 47. The average tuition for each scholar attending during the year was \$11.78.

The following table shows the number of Primary pupils enrolled in each school at the close of the year, the number examined and the number promoted.

Name of School.	No. Enrolled.	No. Examined.	No. Promoted.
Denman School, Primary Dep't	67	67	40
Lincoln " " "	220	194	124
Rincon " " "	91	79	72
Washington School " "	242	201	165
Union School, " "	281	252	207
Broadway School, " "	291	290	209
Spring Valley Sch'l " "	280	181	94
Mission School, " "	429	350	187
Shotwell-st. School " "	538	375	321
North Cosmopolit'n " "	398	291	101
Tenth-street School " "	516	435	353
South S. Francisco " "	134	57	39
Pine and Larkin, " "	605	537	497
Bush-street Cosmopolitan.....	499	258	192
South Cosmopolitan.....	485	335	278
Mason-street Cosmopolitan.....	319	235	179
Tehama.....	812	579	410
Fourth-street.....	528	517	449
Greenwich-street Cosmopolitan	444	250	175
Powell-street.....	473	362	318
Lincoln Primary.....	692	594	552
Union Primary.....	479	321	310
Eighth-street.....	577	318	267
Hayes Valley.....	238	175	142
Mission and Mary.....	260	132	91
City Training.....	232	198	159
Mission-street Primary.....	320	206	187
West End.....	40	29	25
Spring Valley.....	226	185	80
San Bruno.....	105	69	57
Fairmount.....	137	65	46
Potrero.....	101	65	56
Pine-street.....	87	45	34
Tyler-street.....	216	90	64
Silver-street.....	606	299	251
Ocean House.....	21	14	5
Drumm-street.....	135	59	51
Laguna Honda.....	31	19	17
Hayes-street Primary.....	111	57	57
Colored School.....	112	112	92
Totals.....	12,378	8,887	6,953

A glance at these statistics is sufficient to show the magnitude and importance of this branch of our public instruction. More than three-fourths of all the children attending our schools are now receiving instruction in our primary classes. Nearly the entire youthful population of our city will depend upon the instruction imparted in these schools during the most important

years of their lives, while many of the children of the poor and unfortunate classes will receive their only schooling in the elementary classes of the Primary Department. How important, then, that the foundations of our education, which are here laid, should be upon a broad and generous basis; for if they are not firmly and wisely laid, the future temple of life must partake of their imperfections.

I take great pleasure in reporting that our Primary Schools are doing excellent work, and will compare favorably with those I have visited in Eastern cities. The instruction under our new course of study is thorough and practical, and the teachers, both principals and assistants, are generally efficient and thorough instructors. A large majority of our teachers are desirous to improve their qualifications for their difficult task, and to this end they have invited and adopted suggestions in regard to the best methods of instructing the youth under their charge. It is true, there are some inefficient and incompetent teachers in the Department, who care more about drawing their salary than they do to improve in their methods of teaching; but I am happy to report that there are but few of this class, and I trust that their number will soon be less.

In my visits to the Primary Schools I found much to approve and commend. Especially is this the case in the lowest grades.

Greater attention has been given to oral instruction and object teaching. The teachers have generally devoted considerable time and attention in preparing themselves to give instruction in these lessons, which are of great value in stimulating the perceptive faculties and in awakening a desire in children to notice the familiar objects which they see in the world around them. Habits of observation and accuracy in the use of language have thus been imparted to even the youngest pupils, which is invaluable in teaching them to express in their own language the knowledge which they have acquired.

There has also been great improvement in the writing of the Primary Schools.

Under the old course of study there was no script writing in the 8th, 9th and 10th grades, but now the children in these classes

can write their names and spelling lesson as easily and legibly as they formerly printed them.

Considerable attention has also been given to sentence making and to the correct use of language.

It is pleasant to visit some of our Primary Classes to witness the ease with which the children will construct beautiful impromptu sentences in regard to any familiar object which may be named.

I have received some very sprightly compositions from scholars of the 7th grade, which would reflect credit upon pupils of the Grammar Classes.

Local geography is now taught in all the grades of the Primary Department; first by pointing out the directions of the streets and the principal objects which can be seen from the school, and then by oral lessons on the important places in California and the Pacific Coast, so that every scholar passing through the Primary Classes can acquire quite a thorough knowledge of the geography of his own section of the country.

While there is much to say in praise of our Primary Schools, there is also much to be accomplished before they will arrive at that degree of perfection which is desirable. In most of our Primary Classes we are far behind Chicago and other Eastern cities in teaching numbers. Too much time is worse than lost in attempting to teaching the arithmetical tables by concert exercises, which is a mere parrot-like operation that weakens the reasoning faculties and destroys all power of individual thought and reflection. It is an evil which should be prohibited by the rules of the Board of Education. Better results could be obtained in half the time which is now devoted to memorizing lessons, if the pupils were individually drilled in combining numbers and analyzing the operations which they perform.

The management of the recesses deserves more attention than it receives. There is room for much improvement in this respect in a few of the schools. In some there is a wholesome discipline which governs everything, from the time the pupils leave their seats until they return again; while in others the yards during recess are scenes of disorder and confusion. According to the rules of the Department, at least one teacher is required to be in each yard to supervise the children and direct their exercises and

behavior during recess; but I fear that this wise and important regulation is not faithfully observed in many of the Primary and Grammar Schools.

COLORED SCHOOL.

The whole number of pupils enrolled in this school during the year was 145, and the average daily attendance was 76.

Although there has been some improvement in the attendance of this school since it has been permanently located on the corner of Taylor and Vallejo streets, yet there has not been that interest manifested by the parents in its success and prosperity which is desirable.

While some of the colored population are satisfied with the provision which the Board of Education has made for the education of their children, yet there is quite a large number who will not be contented until they are granted the privilege of sending their children to the same school with the white pupils.

The Board of Education is willing to give them equal educational facilities in their own schools with any other class of citizens; it is therefore unwise and unfortunate for the colored people to insist upon enforcing the attendance of their children at the white schools, in opposition to the State School law and the general sentiment of the community. It would be far better for them to unite with the officers of the School Department in laboring to elevate the character and usefulness of their present school. As soon as the number of children will warrant the expenditure, the Board of Education will establish colored schools in other sections of the city.

The school is making fair progress under the able supervision of Mrs. Georgia Washburn, who has labored efficiently to advance the best interests of the pupils committed to her charge.

CHINESE SCHOOL.

The whole number of pupils attending the Chinese School was 202, with an average daily attendance of only 20. This irregular attendance is mainly owing to the fact that the pupils are young men who only attend school long enough to acquire sufficient

knowledge of our language to enable them to transact business with us, when they leave school to act as clerks and interpreters for their countrymen.

Since the last Legislature repealed the law authorizing the establishment of Chinese Schools, I question the legality and propriety of expending the public funds to educate these young men, while we have not the means to furnish suitable accommodations for the large number of our own children constantly applying for admission.

EVENING SCHOOLS.

I take pleasure in reporting the progress which has been made in this important branch of our system of public instruction during the last year.

There has been a gratifying increase in the number and the regularity of attendance. A deeper interest has been manifested among the pupils to improve the liberal opportunities which the Department has furnished them for their intellectual advancement and material prosperity. During the year there were organized four Evening Schools for males, two for females, one for colored males and females, and one for Chinese. The number of teachers employed was 22—20 males and 2 females. The highest number of pupils in attendance during the year was 993; the average attendance was 503—a gain of 147. The average number taught by each teacher was 22. Most of the classes in the Lincoln School were quite large, averaging from 35 to 50, while some of the outside classes were quite small. A large majority of the pupils are young men from 16 to 30 years of age, who seem to take a deep interest in the exercises of the school, and who evince an earnest desire to overcome the difficulties of their position and to make up for the losses of youth. The progress that some of the young men—and even those who are advanced in life—have made in learning to read and write is truly astonishing. This is especially the case with the German and French classes. They have declared their purpose to make this country their future home; they therefore show a deep interest in making themselves familiar with our language. Their order and decorum have been most exemplary, and they are more

punctual in their attendance, and bestow more attention to their studies, than do the younger pupils in the other classes. Very many who upon entering could scarcely speak a word of English, before the close of the term of eight months could read and write quite understandingly.

I regret exceedingly to report that there has been but little interest evinced among the girls of the city to avail themselves of the advantages of the Evening School. At first, two classes were opened—one in the Cosmopolitan School building, corner of Bush and Stockton streets, under the charge of Miss E. M. Tiebout, and one in the Post-street Cosmopolitan building, under the charge of Mrs. A. E. DuBois; after a few months the class on Stockton street was reduced to a few scholars, who were consolidated with the school on Post street. The average attendance in both the Female Evening Schools during the year was 32. The pupils were very irregular in their attendance, which retarded their progress in their studies. It is to be hoped that a greater interest will be taken in this branch of our Evening Schools the coming year.

The classes in Commercial Instruction and Mechanical Drawing, which I recommended in my last report, were organized during the last term, and have met with promising success. The instruction imparted in them is of that practical character which will fit the young men of our city for the practical duties of life. I cannot too strongly commend these classes to the fostering care of the Board of Education. We need in our Public Schools more practical instruction, which will educate the youth of our country in the different trades and professions, by which they will have to acquire their daily support.

HIGH SCHOOLS.

The whole number of pupils enrolled in these schools during the year was 357; the average daily attendance was 283, and the percentage of attendance was 97.2.

The number of pupils attending the Boys' and Girls' High Schools is 1.6 per cent. of all the children attending the public schools; and it is about .0023 of the entire population of the city; or, in other words, we have but one pupil in the High

Schools to every 423 inhabitants. The number of pupils enrolled in the High Schools is about 89 per cent. of the pupils in the first grade grammar classes. While the attendance at our High Schools will compare favorably with similar institutions in the eastern cities, yet these percentages show that very few of the large number of the juvenile population who enter the public schools ever receive any instruction in these higher institutions of learning.

The whole number admitted during the year was 34 boys and 92 girls—total, 126; of these 115 were received from the Grammar Schools and 11 from other schools.

BOYS' HIGH SCHOOL.

Notwithstanding the great disadvantages and inconveniences under which this school has labored for want of sufficient room, and proper accommodations, yet it has passed another year of usefulness and prosperity, and has greatly increased in numbers and efficiency. It is justly regarded as a credit to the city, and an honor to the able corps of instructors. Of the twenty pupils in the last graduating class, seventeen have been admitted to the University of the Pacific. Most of them have taken high positions in their classes, and it is the unanimous opinion of the faculty that they are the best prepared of any of the pupils entering the institution.

By an Act of the last Legislature five free scholarships are awarded each year to the poor and most deserving pupils who can pass the most successful competitive examination. Under this rule but five pupils from the High School were competitors for these prizes, four of whom were successful.

During the year the whole number enrolled in this school was 165. The average daily attendance was 133, being an average of 22 to each teacher. The number who graduated was twenty; the number pursuing the classical course was thirteen.

The whole number of pupils promoted from the Grammar Schools at the close of the present school year, upon a re-exam-

ination for the High School, was thirty-five. They were from the following schools:

Lincoln.	20
Spring Valley.	5
Union.	4
Shotwell-street.	3
South Cosmopolitan.	2
North Cosmopolitan.	1
Washington.	1

Upon the re-examination of the graduates of the Grammar Schools for admission to the High School, there were so many failures that the Board of Education organized a preparatory class, which has been placed in one of the basement rooms of the Washington School. As soon as this class completes the most important studies of the grammar course, it will be promoted and form a part of the High School department; but for want of room in the present over-crowded building, the class will have to remain where it is until the Board of Education can erect a suitable edifice for the Boys' High School.

Since the organization of the State University, the course of study in this school has been changed so as to adapt it to the curriculum of studies in the University. While this change may stimulate a large number of boys to enter the University, yet there is danger of impairing the usefulness and prosperity of the High School, by making it a mere stepping-stone to some higher institution. I fear that the boys of our Grammar Schools, who have not the time and means to complete a classical and scientific course, will soon learn to regard this school as a collegiate institution unsuited to prepare them for the varied cares and duties of life. While I am in favor of the most liberal culture, yet I think the great object and aim of our public schools should be to give the youth of our country a thorough practical education, which will fit them to become honored members of society and to discharge all the important duties of intelligent citizens.

GIRLS' HIGH AND NORMAL SCHOOL.

Since many of the instructors in our public schools receive their professional education in the theory and practice of teach-

ing in this school, it has become one of our most important educational institutions.

The curriculum of study in the High School Department includes all the practical branches taught in the higher seminaries for young ladies. It requires three years to complete this course, after which those who desire to enter the profession of teaching are required to spend a part of another year in the Training Department to receive instruction in the theory of teaching and the practical drill of the school room. While the High School course is thorough in the sciences, yet experience has shown that it is not practical enough to meet the wants of the large majority of the graduates who wish to prepare for the profession of teaching. I, therefore, desire to recommend that the theory and practice of teaching be introduced as a part of the regular instruction in the High School course. Every graduate of the school should be thoroughly drilled in the manual of study for our Primary and Grammar Schools. This would give them a thorough knowledge of the subjects which they will be required to teach in the school room.

The great fault with many of our Normal Schools is, that too much time and attention are given to the higher mathematics and the languages, while the common subjects in oral instruction and object teaching, which our teachers are required to impart in the primary and grammar classes, are almost entirely neglected.

The whole number of young ladies enrolled in this school during the year was 192; the average daily attendance was 162, being an average of 27 to each teacher employed.

The number of graduates this year was 35. Of these 29 received instruction in the Training School, and received the following certificates to teach in our public schools, viz., 2 were granted first grade certificates, and 27 were granted second grade certificates. The percentages for awarding certificates to teach were based upon the standing and scholarship in the High School, and success in the Training School. It gives me great pleasure to certify to the success and popularity which most of the graduates of our High and Normal School have achieved as teachers in our public schools. Many are acknowledged to be among the most able and efficient teachers in the city. Since this institu-

tion has grown into more of a Normal than a High School, I fully endorse the recommendation of the Committee on High Schools, last year, that no pupil be admitted under fourteen years of age. The Board of Education has wisely resolved not to consider any teacher eligible to an election under eighteen years of age; there cannot, therefore, be anything gained by entering the High School at too tender an age, before the mind is sufficiently ripened and developed to grasp the abstract principles of the more advanced studies taught in this school.

The number promoted to this school at the close of this year, from the Grammar Schools, was 104. They were from the following schools:

Rincon.....	25
Denman.....	36
Broadway.....	13
Shotwell-street.....	5
North Cosmopolitan.....	5
South Cosmopolitan.....	4
Spring Valley.....	5
Mission.....	4
Other schools.....	7
Total.....	104

These pupils were all required to pass a rigid re-examination in the most important studies of the Grammar School course, before they were admitted to this school. The large number of failures, and the low percentages obtained by many who were admitted, clearly show defects in the instruction of the Grammar Department, which should be remedied by the Board of Education. From some schools not one-half of the pupils applying for admission were found qualified.

The school will soon be removed to the permanent edifice, which is now being erected on Bush street, near Hyde. In this new and beautiful structure, I predict for the Girls' High and Normal School a useful and prosperous future. In order to stimulate the young ladies to greater efforts in preparing for the profession of teaching, I desire to recommend the Board of Education to give the preference to the graduates of the High and

Normal School, in selecting teachers for our public schools. It would elevate the character and usefulness of the Normal School, and give teachers greater interest and confidence in completing their professional studies.

COSMOPOLITAN SCHOOLS.

The whole number of children attending the Grammar and Primary Departments of the Cosmopolitan Schools during the year was 3,372, a gain of 520, and the daily average attendance was 2,408, a gain of 567.

The whole number of teachers employed was 55, being an average daily attendance of 44 pupils to each teacher. While I am still of the opinion expressed in my last report, that the instruction in the Cosmopolitan Schools should be mainly confined to the languages, yet, if this recommendation does not receive the endorsement of the Board of Education, I desire to urge the necessity of changing the present system of teaching French and German so as to introduce the study of these languages in every school in this city, where there is a sufficient number of pupils who desire it. At present the children living in the distant parts of the southern and western portions of the city are compelled to travel long distances to attend the central school on Post street. This is very inconvenient, especially in the winter season. In St. Louis, Cincinnati and other western cities the study of the German language has been introduced in all the large schools with success, and I can see no good reason why the experiment should not be tried in San Francisco. Under this system, special teachers in the French and German are elected to give instruction in these languages in all the large schools where it is desirable. A better system of classification could thus be secured in the study of the languages than is possible where all the pupils are entirely graded in regard to their English studies. At present, in nearly all the grammar classes, there are scholars of every grade of proficiency in French and German reciting at the same time, which renders it almost impossible for the teacher to accomplish much in a large class of sixty children during the short space of time allotted to each recitation. The class in each study room should be under the instruction and government of a regular teacher

in English, which would be a great advantage over the present system of placing the same class under the control and instruction of different teachers in French, German and English.

The subject of introducing the study of the languages in our American system of public schools is receiving the earnest attention of the ablest educators of the country. It is one of particular interest to the cosmopolitan population of San Francisco. While I am in favor of giving a finished education in French and German to every child who has time and means, yet, on account of the short period which most of the children in the city attend school, it is an important question for us to consider, how to introduce the study of these languages so as not to interfere too much with the English—the language of the country, by means of which we must transact business and hold intercourse with each other. It is for this reason that I have offered the above suggestions, which I desire to recommend to the earnest attention and consideration of the Board of Education. It affords me pleasure to report that most of the classes in the Cosmopolitan Schools have made commendable progress in study and deportment. The teachers are generally earnest and efficient in the discharge of their duties, and under wise rules and regulations, instruction in the modern languages cannot fail to prove a great benefit to those who desire a liberal and finished education.

SCHOOL LIBRARIES.

The following table shows the number of volumes belonging to the libraries of each of the public schools and their estimated value at the close of the present year.

	Volumes.	Value.
Teachers' Library in the rooms of the Board of Education.....	1500	\$3000 00
Shotwell-street School.....	238	267 75
Spring Valley Grammar School.....	198	70 00
Lincoln Primary School.....	57	40 00
Girls' High School.....	280	600 00
Mission Grammar School.....	220	275 00
Broadway Grammar School.....	500	650 00
City Training School.....	60	50 00
North Cosmopolitan School.....	550	381 70
Pine-street School.....	15	10 00
South Cosmopolitan School.....	474	400 00
Union Grammar School.....	307	175 00
Lincoln Grammar School.....	1500	1500 00
Denman Grammar School.....	1000	800 00
Washington Grammar School.....	500	700 00
Rincon Grammar School.....	700	450 00
Boys' High School.....	411	1100 00
Total.....	8510	\$10469 45

It will be observed that most of these libraries are too small to be of any great practical use to several hundred pupils. There is not a sufficient number and variety of works to suit the different tastes and styles of the pupils attending a large school. I, therefore, desire to recommend to the Board of Education the propriety of uniting these in one central library for all the schools in the city. It should be located in the Lincoln or in some other large central hall, and should be open every Saturday for the distribution of books to all who are entitled to receive them. This change would not interfere with the schools during session hours, and would, I think, prove a great benefit in stimulating the pupils to a renewed interest in reading the rich volumes of history, biography, poetry, romance, eloquence and art, which could soon be collected, if all the funds were used to purchase one central library.

The books should be distributed only to the most deserving members of each school, as rewards for excellence in scholarship and good deportment.

The library would thus be a constant inspiring influence upon the pupils to enkindle in them an increased interest in their schools, and a greater devotion and earnestness in study.

COURSE OF STUDY.

Since the State Board of Education has changed several of the most important series of text books during the last year, it will be necessary to prepare a new Manual of Instruction for the Grammar and Primary Schools, for the school year commencing July, 1871.

The experience of the last three years has satisfied nearly all of our teachers, that but few changes are required. The work in some of the classes, especially the higher grades of the Primary Department, should be reduced, and the methods of instruction in all the grades should be more systematic and clearly defined.

In written arithmetic there is not enough attention given to the analysis of examples; and mental arithmetic should be taught in connection with written examples through the whole course.

More attention should be given to book-keeping. No well informed pupil should be ignorant, in any community, and especially in a large city like San Francisco, of the mercantile and business relations of life.

This study should be taught alike to both sexes, for I can see no reason why females, if educated, should not find employment in counting-houses, as well as males, thereby opening a new field of remunerative employment to a large class, who have been excluded from this department of labor. I desire to especially recommend, that more attention be given to this most important branch of practical instruction in the Girls' High and Normal School.

Grammatical parsing, analysis and etymology should also form a very important portion of the new course of study. In the 5th, 4th and 3d grades these topics should be taught orally, in connection with the reading exercises.

This course is pursued with great success in teaching French and German in the Cosmopolitan Schools, and I can see no good reason why it should not be equally useful in teaching the English language.

The careful study of etymology is important to an intelligent understanding of words and sentences, and should be taken up at an earlier period and prosecuted to a greater extent than it is at present.

The study of geography should be taught with less slavish adherence to minute details of the atlas. More attention should be given to oral lessons upon the local geography of California and the Pacific slopes, its climatic influences and its most important mineral and vegetable products. A knowledge of the general geography of the world should be given in topic lessons upon the principal mountain and river systems, the plains and plateaux; the exports and imports of the great commercial countries, the principal commercial and manufacturing cities of the world; the peculiar animal and vegetable products of the different zones and altitudes; and the important mineral products of the different countries and their relation to the manufacturing and commercial interests of the inhabitants. As far as possible, the geography and history of every country should be taught in conjunction, as the one serves to illustrate the other.

The course of study in music and drawing should be more clearly defined. The importance of these branches cannot be over estimated; they are productive of such unquestionable benefits in elevating and refining society, that no argument is necessary to demonstrate the propriety of retaining them as an indispensable part of the instruction of every school room.

The disparity in the specimens of penmanship in the different schools shows, that more time and attention should be given to this graceful and essential branch of instruction.

While the penmanship in the Lincoln and some other schools is the finest I have ever witnessed in any institution, yet many of our teachers almost entirely neglect any systematic instruction in this important study.

Reading in our public schools should receive more attention than is generally given to it at present. No branch of study is more superficially and erroneously taught in our schools than that of reading. As a mere elocutionary exercise, very superior results have been attained by some of our teachers; but as one of the greatest and most powerful instrumentalities for the acquisition

of useful knowledge, and for the elevation, expansion and cultivation of the mind, its capabilities have been rarely developed. Not a paragraph or sentence should be read without the ability of the pupil fully and clearly to comprehend its import and meaning.

SCHOOL GOVERNMENT.

Since the subject of school discipline is exciting much interest and discussion throughout the country, it may not be out of place to offer a few suggestions in this report in regard to the government and discipline of our public schools. While most of our teachers have secured good order and obedience in their classes, without undue severity, yet it cannot be denied that the number of cases of corporal punishment reported during the year is far greater, I trust, than it will ever be again.

Much of the disorder and punishment in our schools have been caused by the demoralization, in consequence of the sensational and exaggerated attacks of a portion of the press of the city, which for a time greatly excited the community against the teacher's right to use any force to compel obedience and submission to his authority. Through intimidation and public clamor one of the sub-masters of our schools was sentenced in an inferior court to a long term of imprisonment for inflicting a just and merited punishment on a refractory pupil. An appeal was taken to a higher court, which led to a thorough and learned adjudication of the rights and powers of the teacher to enforce obedience to his authority. The teacher was acquitted, and his legal right to inflict corporal punishment to enforce submission to rightful authority was fully affirmed by Judge Lake, in an able opinion, which I trust has resulted in great good to the School Department, and to the community in settling the right and power of teachers in governing their schools.

But while I am in favor of the great reform which is abolishing the frequent use of the rod for every offence committed in the school, yet I am not unmindful of the fact, that there is a large class of children, as well as men in every community, who cannot be permanently controlled except by compulsion and force.

The pupils of our schools are not all seraphs. Collected as they are from every grade of our cosmopolitan society, they represent

all the passions which humanity is heir to. It is therefore impossible to govern them all by the power of moral suasion which the most gifted and kind-hearted teacher may possess. Force must at times be used to subdue the self-willed, and the naturally vicious and disobedient pupils, or else they must be expelled from school and thrown upon the community to learn the lessons of the street—lessons at war with the vital interests of the people. It would be transferring them to a school in which they would make rapid progress in disobedience to parents, prevarication, obscenity, profanity, lewdness, intemperance, petty thieving, burglary, robbery, and murder. This alternative of expulsion from school is a dangerous expedient for society and the best interests of wayward youth. If this policy were adopted, there would be found a large number of boys in our schools, who from their own inclination, or from the vicious influence of others, would gladly embrace the first opportunity of throwing off the cares and restraints of the school room which their disobedience and misconduct would afford them. It would practically place it in the power of each refractory pupil to leave school whenever his whim or caprice might lead him to disobedience. Under such a system it would take but a short time to empty our school rooms of the stubborn and vicious, who most require the wholesome influence of restraining laws and proper discipline. It would soon populate our streets with idle and vicious boys, and crowd our prisons and Industrial School with juvenile offenders. This is not an imaginary or wild statement of the evils of expulsion. There are a large number of children in our city who would regard it rather as a boon, and not a penalty, to have the doors thus opened to them, to lead lives of crime and idleness.

Our police records and crowded Industrial School show that we have already too large a number of this class of juvenile offenders, for the present and future welfare and safety of the city.

But it may be asked, what course shall be adopted to reclaim the rebellious and wayward youth of our schools, if they will not yield to moral suasion or proper force? It is a serious question to answer, and one which is exciting the interest and attention of the statesman and philanthropist everywhere. According to a resolution of the Board of Education, I have corresponded with

school officers and educational gentlemen of Eastern cities, in regard to the best system of discipline and government for the vicious and incorrigible pupils. I find but few who are satisfied with the means which have yet been adopted for the reformation of juvenile offenders.

The most practical plan which I can suggest from my inquiries and investigations is the establishment of one or two central classes in different parts of the city, at which all the most refractory and unmanageable pupils shall be compelled to attend until they are thoroughly reformed, and are willing to submit to the authority of the school without recourse to undue severity. The most competent and successful teachers to manage and govern obstinate and refractory pupils, should be selected to discipline and instruct these classes. They should be gentlemen of large experience, and with feelings and instincts in harmony with child nature, and should possess a firmness of character and kindness of heart which would enforce respect and obedience without severity. With such instructors, I think great good would result to our public schools by establishing one or more classes for the training of juvenile offenders. The truant officer should visit them daily to look after absentees. It would add but little to the expenses of the School Department, and would relieve the different schools of some of the most turbulent and troublesome scholars who are constant annoyance to their classes and who require too much of their teachers' time to keep them in subjection.

In many of the Eastern cities incorrigible and truant scholars are sentenced to long terms of confinement in houses of correction, and industrial schools, where, instead of reforming, they too frequently become confirmed and hardened offenders against the law and the peace of society. Confinement in cells and behind grated bars is not the proper place to reform erring youth. It may be a fit place for hardened criminals, but should never be the home of susceptible youth, except as a last resort. It is therefore with no ordinary feelings of earnestness that I would recommend the Board of Education to establish at once a school for the reformation of refractory boys. Its halls and yards should be furnished with all the modern improvements which can make the school pleasant and attractive, and with such able and philanthropic

teachers as I have described, I predict for it a great sphere of usefulness to society and humanity, in rescuing the wayward youth of our city from lives of disorder and crime.

OVER-WORK AND HOME STUDY.

A few parents complain that the health of the pupils attending our schools has been seriously impaired by requiring a pernicious amount of home study which deprives children of that relaxation of mind which is so necessary at all periods of life, but particularly so to young and sensitive children.

While others, and a far larger number, find fault because their children do not devote sufficient time to study; that their lessons are too short, and that they are not promoted rapidly enough. It cannot be denied that both these charges in some cases are true. Among nearly four hundred teachers, there will always be some whose incompetence and want of common sense will lead them to commit errors which the wisest and most stringent rules cannot prevent.

But upon careful investigation, I believe these sweeping charges are unfounded. Most of the pupils attending our schools are making good progress in their studies without being over-worked either at home or in school. Very few of the teachers in the primary department are in the habit of requiring their pupils to study at home, and the rules of the Board forbid the teacher to assign any lesson, in the higher classes of the primary and the lower classes of the grammar departments, to be studied at home, which will require more than one hour, and no lesson shall be given to any pupil in the highest grammar classes, to be studied out of school, which will require more than one hour and a half for a pupil of ordinary capacity to acquire.

Teachers are also forbidden in most of the grades to give in one lesson more than five easy or three difficult problems in arithmetic, to be solved at home.

The time required for study in school, from 9 A.M. till 2 $\frac{3}{4}$ P.M., in the higher classes, and until 2 P.M. in the 8th, 9th and 10th grades of the primary department, is ample to accomplish all that should be expected of young children, and if properly trained in

school, they can master all the branches required in the course of study without undue forcing.

The officers of the School Department are anxious that every pupil attending the public schools should make as rapid progress as possible, consistent with the physical and mental well being of those committed to their charge. And if teachers neglect to do their duty in advancing the pupils under their care, or require an unreasonable amount of study in school or at home, which would injure the scholars' health, the Board will use every effort to correct the evil, if parents will report the names of those violating the rules of the Department.

HISTORICAL SKETCH.

As one of the pioneers of our present system of public schools, I have taken a deep interest in preparing the following brief sketch of the first schools established in San Francisco.

With that enlightened spirit of progress which animated our pilgrim fathers to erect the log school house as the vanguard of civilization in the wilds of New England, the pioneers of California followed their wise example in early planting upon these Pacific shores our noble system of public instruction.

The first American school in San Francisco was organized in April, 1847, in a small shanty on the block between Broadway and Pacific street, west of Dupont street. Here were collected from twenty to thirty pupils, which then comprised nearly all the children in the city. It was a private institution, supported by the tuition fees from the pupils, and the contributions of the citizens.

It was taught by Mr. Marsten, who is entitled to the honor of being the first Yankee school-master upon the Pacific coast. Although he continued his school but a few months, yet he performed an important part in the early history of our schools, which should entitle his name to be held in grateful remembrance by every friend of education.

Late in the fall of 1847 active measures were first taken by the citizens of San Francisco to organize a public school, which resulted in erecting a comfortable one-story school house on the

southwest part of Portsmouth Square, fronting on Clay street, where it now joins Brenham Place.

An engraving of this first public school house in San Francisco has been preserved in the "Annals of San Francisco" as one of the most valued relics of the past. The history of this old building is cherished by the early pioneers with many pleasing associations. Every new enterprise here germinated into existence. Here the churches held their first meeting, and the first public amusements were given. After the discovery of gold it was deserted for school purposes and dignified into a court house, under Judge Almond. It was again degraded into a police office and used as a station house until demolished by the city in 1850. It is to be regretted that this first public school edifice of San Francisco, unpretending as it was, could not have been preserved so that the future citizen might contrast this humble commencement with the beautiful school edifices which will yet adorn every hillside and valley of our expanding city.

On the 28th of February, 1848, the first town meeting for the election of School Trustees was held, which resulted in the choice of Messrs. C. L. Ross, J. Serrine and Dr. J. G. Townsend. These gentlemen, with the characteristic energy of our pioneers, immediately commenced the organization of a school.

A census of the town was soon afterwards taken by C. L. Ross, a gentleman to whose energy and liberality in the early history of our city the cause of education and benevolence will ever be greatly indebted. This enumeration showed that the entire population of the town, including the Indians and Mexicans, was about eight hundred, fifty of whom were children of suitable age to attend school.

On the 3d of April following the school was opened in the building I have described, under the instruction of Rev. Thomas Douglas, a graduate of Yale College, and an able and zealous pioneer in the cause of education.

Although it was regularly organized as a public school, under the control and management of the trustees, yet it was mainly supported by private tuition fees from the pupils. The success and usefulness of this school were soon paralyzed by the great discovery of gold, which rapidly depopulated the town, leaving the

teacher minus scholars, parents, trustees, or tuition and salary. The teacher therefore closed school, and joined in the general scramble for the new El Dorado of untold wealth. In the general excitement and confusion which followed the first rush to the mines, the school enterprise was for a time abandoned.

The education of the children, who were rapidly increasing from the flood of immigration pouring into San Francisco from every part of the world, was entirely neglected until the 23d of April, 1849, when the Rev. Albert Williams opened a small select school, which he taught for a few months.

In October, 1849, Mr. J. C. Pelton and wife opened a school in the basement of the Baptist church on Washington street, near Stockton street. It was at first commenced as a private enterprise, being supported by such compensation as the "friends of the school were disposed to contribute;" but on the first of April following it was made a public school by an ordinance of the Common Council, and Mr. Pelton and wife were employed as teachers at a salary of \$500 a month.

This school commenced with only three pupils; but under the popular instruction of these early pioneers it rapidly increased in numbers and popular favor until it was broken up by the disastrous fires of 1850 and 1851, when Mr. Pelton left the city to engage in other occupations.

In July, 1850, the "Happy Valley School" was opened in a little dilapidated building in what was then a beautiful little valley in the suburbs of the city, near the corner of Second and Minna streets. It was first taught by Mr. Samuel Newton, who remained but a short time, when he was succeeded by Mr. Rogers, a teacher of energy and ability, who also soon abandoned the school for a more lucrative occupation.

The school was next taught by Mr. Cooly, a gentleman of great earnestness in his profession, who succeeded in building up a flourishing school for several months, until the prosperity of the city was almost destroyed by the great fires of 1851.

This school was supported by tuition fees, voluntary contributions and appropriations from the Common Council; and although it was commenced as a private enterprise, yet it was free to all who were too poor to pay for the education of their children.

In the spring of 1851 a school was established by a few benevolent gentlemen in Spring Valley, in a small building which was then used as a church, a school house, and for the general meeting of the citizens in that vicinity. It was located on the site of the present Spring Valley Primary School, and was first taught by Mr. Freeman. Like the other schools mentioned, it was both private and public in its character, being supported by tuition fees and public contributions, and was free to all who wished to attend.

I have thus briefly noticed these schools, as they were the real pioneer institutions in sowing the seeds which have since ripened into our noble system of Public Schools.

Other small schools were taught during 1850 and 1851, before the organization of the present system of free schools.

Mr. W. K. Osborn had a small select school in the Congregational church.

Quite a large and popular private school was taught by the Rev. F. E. Preveau, in a part of the building now occupied by the Powell-street Primary School.

The Rev. Dr. VerMehrer was also a teacher of a small select school.

Several quite large parochial schools were also taught in the Catholic churches of the city.

But as all of these schools were organized as private or sectarian institutions, and had no immediate connection with our public schools, I do not consider it important to dwell upon their history in this place. As pioneer institutions in the great cause of education they are entitled to our regard, and to the grateful remembrance of every friend of public instruction.

After the great fires of May and June, 1851, and during the social revulsions of society which followed the terrible events of that memorable year of crime and disaster, but little attention for some time was given to the instruction of the youth, who were left to roam the streets and educate themselves in all the crimes and vice of the gambling saloons which then infested every part of the city.

In the early part of the Autumn of that year, as the city began to arise from her ashes and give evidence of permanent prosperity and future greatness, a few benevolent and public spirited citi-

zens united in a noble effort to provide for the education of the large number of children constantly flocking to our city from every part of the world. The subject of thus early establishing a permanent system of free schools was agitated in the press and the city government until the 25th of September 1851, when the Common Council, in accordance with the provisions of an Act of the Legislature, approved April 14th, 1851, conferring power upon the city to organize Common Schools and to levy taxes for their support, passed a "Free School Ordinance," providing for the organization, support and regulation of the Common Schools of San Francisco. The adoption of this excellent ordinance, which carefully provided for the details of a well organized system of Public Schools, was mainly secured by T. J. Nevins, Esq., a gentleman whose name should ever be held in grateful remembrance for his interest and enthusiasm in the cause of education and philanthropy.

On the 21st of October following the first Board of Education in California was elected by the Common Council of the city, consisting of C. J. Brenham, the Mayor, C. L. Ross, Alderman, Joseph Atwell, Assistant Alderman, and General John Wilson, and Henry E. Lincoln, Esq. The Board completed its organization by electing T. J. Nevins, Esq., Superintendent of Public Schools. Although other attempts had been made in 1849 and 1850 to establish free schools, yet this was the first successful effort that has come down intact to us.

On the 17th of November, 1851, our present system of Free Schools was inaugurated, which has since proved such a glorious success. It may be true, that previous to this date, other schools had been taught for a short time in San Francisco, which were free to all who desired to attend; but they were not regularly organized under any Board of Education and were soon abandoned by their teachers to enter more lucrative occupations. During the first year, ending November 1st, 1852, the Board of Education organized seven schools in different sections of the city, which, according to the fourth quarterly report of the Superintendent, numbered seven hundred and ninety-one pupils in attendance. A census was taken in October, 1852, by the teachers, which showed that the whole number of children in the city between

four and eighteen years of age was two thousand and fifty. All these schools (except No. 2 at North Beach) have continued their organization intact, and now constitute the principal Grammar Schools of the city.

The first Public School under the present organization was opened on the 17th of November, 1851, in a small dilapidated one-story building near the corner of Second and Minna streets. It was then named the "Happy Valley School," District No. 1, which included all that portion of the city south of Pine street. The first teachers were James Denman, Principal, and Mrs. A. Hyde, Assistant.

On the same date the "North Beach School," District No. 5, located on the northeast corner of Powell and Filbert streets, was instituted under the instruction of Mr. Joel Tracy, Principal, and Mrs. Milbury, Assistant. This school was transferred in 1854 to the large brick school house which was erected on the southwest corner of Francisco and Stockton streets, where it remained until 1857, when the building was used by the city for a hospital, and the school was merged into the Union School and the Powell-street Grammar School.

On the 22d of December, 1851, Central School, District No. 2 (now the Washington School), was organized in a one-story building on Dupont, near Jackson street, under the instruction of F. E. Jones, Esq., Principal, and Mrs. E. W. Baldwin, Assistant.

On the 8th of January 1852, the "Happy Valley School," District No. 1, was divided, and the present Rincon School was organized in the southern portion of the city, in a small room near the corner of First and Folsom streets.

On the 9th of February, 1852, the present Spring Valley Grammar School was opened in the old church and school house on the site of the Spring Valley Primary School, on Union street, between Franklin and Gough streets.

On the 10th of May, 1852, the Mission Dolores School was organized in a small building near the old Mission Church.

On the 17th of June, 1852, the Clarke's Point School (now the Union Grammar School) was opened in an old wooden building on the northwest corner of Montgomery and Broadway streets.

On the 22d of May, 1854, the Colored School was organized,

under the instruction of the Rev. J. J. Moore, in the basement of the Colored Church, on the corner of Virginia Place and Jackson street. This school was subsequently transferred to the Colored School building on Broadway, near Powell street, and is now permanently located on the corner of Taylor and Vallejo streets.

The Chinese School was first organized in September, 1859, under the instruction of Mr. B. Lanctot, in the basement of the Chinese Chapel, corner of Stockton and Sacramento streets. For want of scholars and a lack of interest among the Chinese to appreciate the benefits of free school instruction, it was suspended in June, 1860, as a day school, but has since been taught as an evening school.

During August, 1856, the Evening Schools were opened in the basement of the Cathedral, corner of California and Dupont streets. They were first organized by Messrs John Hamill, John Swett, Ahira Holmes, and James Denman, who volunteered their services until the Board of Education was convinced of the success of the schools, and the importance and usefulness of Evening School instruction. The Evening Schools have continued with varying success, until now they are among the most useful and prosperous of our Public Schools.

HIGH SCHOOL.

Our present High Schools were first inaugurated on the 16th of August, 1856, under the instruction of Mr. Ellis H. Holmes, Principal, George W. Minns, and Miss Anna C. Parks, Assistants. At first the school was opened as a "Union Grammar School," and consisted of *eighty* pupils—*thirty-five* boys and *forty-five* girls—who were selected from the most advanced pupils of the highest grammar classes of the city. After thoroughly testing the experiment for three terms, and proving the usefulness and success of the school, the Board of Education, on the 8th of January, 1858, resolved to reorganize it as a permanent High School, with a more complete and extended course of study.

The school was first opened in Dr. Boring's church, on the present site of the Boys' High School. This building was remodeled and rebuilt in 1860, and was formally dedicated on the 19th of September, with interesting ceremonies, by the Rev. T. Starr King and others.

GIRLS' HIGH SCHOOL.

In June, 1864, the sexes were separated in the High School, and the young ladies were transferred to the old brick building corner of Stockton and Bush streets, where the Girls' High School was opened under the instruction of the present Principal, Mr. E. H. Holmes, with Misses M. F. Austin and M. S. Bodwell, and Madame Brisac, Assistants. This school was reorganized in July, 1867, as a Girls' High and Normal School, with a training department for preparing young ladies for the profession of teaching.

WARD SCHOOLS.

In 1853 the Legislature of the State of California passed the following Act, by which the Catholic, or "Ward" schools, were organized as a part of the public schools of the city. Sec. three, "The County Superintendent may, and is hereby empowered, in incorporated cities, to appoint three School Commissioners for any common school or district, upon a petition of the inhabitants thereof requesting the same." Sec. four, "Such schools shall be and are hereby entitled to all the rights and privileges of any other city or common schools, in the *pro rata* division of school money raised by taxation, and shall receive their proportion of money from the State School Fund in the annual distribution, provided they are conducted in accordance with the requirements of this Act." This law remained in force till 1855, when it was repealed by the revised school law, which abolished separate school funds, and provided that no sectarian books should be used, and that no sectarian doctrines should be taught in any public school, under penalty of forfeiting the public funds. The first Commissioners appointed under this law were Dr. P. M. O'Brien, Frank Soule, Esq., and Dr. S. R. Harris.

The following schools were organized under this system: In the Second Ward, connected with the St. Francis' church, there were one Grammar, one Intermediate and two Primary Schools, divided into male and female departments, numbering 299 boys and 255 girls—total, 554. In the Sixth Ward, in connection with the Cathedral, there was the same arrangement of schools, in which were

taught 131 boys and 124 girls, in all 255 pupils. In the Seventh Ward, in connection with St. Patrick's Church, there was the same arrangement of schools, in which were taught 254 boys and 358 girls, making in all 612.

Thus there were educated in the Ward Schools 1421 pupils, for the education of whom the city appropriated the sum of \$39,690.50.

The male departments were taught by gentleman instructors, and the female departments by ladies belonging to the following religious orders of the city: Sisters of Charity, Sisters of Mercy, and Sisters of the Presentation.

In 1855 these Ward Schools were merged into the city public schools, forming one uniform system. All the teachers, except those belonging to the different religious orders, were employed by the City Board of Education.

DISTRICT SUPERVISION.

The first public schools established in San Francisco were mixed in their character and included pupils of all grades, from the little tyro learning a, b, c, to the advanced scholars in mathematics and the other sciences. But as the central schools began to increase in numbers great progress has been made continually in classifying the pupils, until now we have one of the most thoroughly graded systems of schools in the country.

In order to secure greater efficiency and uniformity in the classification and instruction of the public schools, the Board of Education, in 1864, divided the city into seven grammar districts. All of the grammar and primary classes in each of these districts were placed under the general charge and supervision of a Grammar Master, whose duty it is to examine and classify the pupils of his district, and note the methods of instruction and general management of the schools. He is required to visit each class at least once a month, and recommend such changes and improvements as will promote the best interests of the schools, and to report to the Superintendent at the close of the year, on the success of the teachers under his charge, and their ability and fitness for their positions. The following is a brief sketch of the present districts of the city.

RINCON SCHOOL.

This school was instituted on the 8th of January 1852, in a small one-story building near the corner of Folsom and First streets. It has been under the instruction of the following principals: Mr. Silas Weston, who taught for a few months and was followed by Mr. Wm. H. O'Grady, who remained until he was elected City Superintendent, Oct. 25, 1853, when he was succeeded by Hon. John Swett, who remained in charge of the school nearly nine years, until he was chosen State Superintendent of Public Instruction. He was succeeded by Mr. J. C. Pelton, who taught until he was elected City Superintendent of Public Schools, in 1865, and was followed by Mr. Ira G. Hoitt, who remained a few months until he was transferred to the Lincoln School, when the present principal, Prof. Ebenezer Knowlton, was elected. The school was moved in 1854 from its first location to Hampton Place, near the corner of Third and Harrison streets, where it remained until it was removed to the present building on Vassar Place, near the corner of Second and Harrison streets. This was a mixed school for boys and girls till July 1865, when it was reorganized as a Girls' Grammar School, and the boys were transferred to the Lincoln School. It now numbers six hundred young ladies. There are two large Primary Schools attached to this district. The Tehama School, under the charge of Mrs. E. A. Wood, was organized in the fine brick building on Tehama street near First, in January 1867. This school numbers sixteen classes, and has accommodations for about one thousand pupils. The Silver-street School was instituted in January 1867, in the Engine House on Bryant street, near Third. It was transferred to the present rented building on Silver street in Dec. 1869. The school numbers twelve classes, and about 720 pupils, under the instruction of Miss Jennie Smith.

LINCOLN SCHOOL.

This school was instituted in July 1865, in the large and beautiful brick edifice corner of Market and Fifth streets, and was named in honor of Abraham Lincoln. This has always been an exclusively boys' school, and now numbers eleven hundred pupils. It

was first organized by Mr. Ira G. Hoitt, principal, who was succeeded by the following Principals: in December 1867, by Mr. J. C. Pelton, in January 1868, by Dr. W. T. Lucky, and in July 1868, by the present incumbent, Mr. Bernhard Marks. Attached to this Grammar School there are three large Primary Schools. The Lincoln Primary School in the one-story wooden building corner of Fifth and Market streets, was organized in July 1866, under the present principal, Miss Kate Sullivan. This school numbers twelve classes, and about 720 boys and girls.

The Primary School, corner of Fourth and Clara streets, was organized in April 1863. It is now under the supervision of Mrs. L. A. Morgan, and has an attendance of about 550 boys and girls.

The Mission-street Primary School was instituted in 1868, in the basement of the Presbyterian church on Mission street, near Sixth street. It has a general attendance of about 300 pupils, and was opened under the instruction of the present principal, Miss Agnes Manning.

DENMAN SCHOOL.

This school was first instituted on November 17th, 1851, near the corner of Second and Minna streets, and was then called the "Happy Valley School." The school was removed in November 1853, to a wooden building on Bush street, near Sansome, where it remained until the 21st of May, 1854, when it was removed to the brick school house on the corner of Bush and Stockton streets. It was again removed in July, 1864, to its present location, in the large and commodious brick edifice, corner of Bush and Taylor streets. This school was first organized by Mr. James Denman, who was succeeded in June, 1857, by Mr. George Tait, who remained in charge of the school until he was elected Superintendent of Public Schools in 1861, when he was succeeded by Mr. Theodore Bradley, who was Principal until July, 1864, when Mr. Denman was re-elected. In December, 1867, Mr. Denman resigned to enter upon the duties of Superintendent of Public Schools, and was succeeded by Hon. John Swett, the present incumbent. This school was originally organized as a mixed school, but in July, 1865, the sexes were separated and the boys were transferred to the Lincoln School, since which time it has

been exclusively a Girls' Grammar School. It now numbers about 700 young ladies. There are two primary schools connected with this school—the Pine and Larkin-street School, which is under the instruction of Miss Hannah Cooke, Principal. It has twelve classes and numbers about 720 boys and girls. This school was first organized as a mixed school for grammar and primary pupils, in October, 1857, on Bush street, near Hyde, and was removed in November, 1867, to the present commodious and pleasant building. The Pine-street School, located on Pine street, between Scott and Devisadero streets, now under the charge of Miss Helen B. Cushing, was instituted in October, 1865. It now numbers two classes and one hundred pupils.

WASHINGTON SCHOOL.

This school was first organized on the 22d of December, 1851, on Dupont street, near Jackson. In 1853 it was transferred to the basement of the Baptist church on Washington street, where it remained until the 14th of June, 1855, when it was removed to the building now occupied by the primary school on Powell street. In 1861 the school was removed to its present location in the pleasant and commodious building corner of Washington and Mason streets. The school has been under the instruction of the following Principals: Mr. F. E. Jones, from December 22d, 1851, to March 1st, 1853; Mr. Ellis H. Holmes, from March 1st, 1853, to August 16th, 1856; Mr. H. P. Carlton, from August, 1856, to January 1st, 1861; Mr. James Stratton, from 1861 to July, 1868, when Capt. L. D. Allen, the present incumbent, was elected. This school now numbers about 450 boys.

There are two primary schools connected with this district. The Powell-street Primary, under the charge of Miss Carrie V. Benjamin, has eight classes, with an average attendance of about 450 boys and girls. The Drumm-street School, under the charge of Miss A. M. Murphy, has three classes and a general attendance of about 140 pupils.

The Washington School was first organized as a mixed school, but was reorganized in July, 1868, as a boys' school, and the girls were transferred to the new Girls' Grammar School on Broadway.

UNION SCHOOL.

This school was instituted on the 17th of June, 1852, in a wooden building corner of Broadway and Montgomery streets, and was then called the "Clark's Point School." It was removed in 1853 to a rented building on the corner of Dupont and Broadway streets, where it remained until 1854, when it was transferred to its present location in the brick edifice on Union street, near Montgomery. This school has been under the charge of the following Principals: Mr. Ahira Holmes, till November 28th, 1855; Mr. William Hamill, from 1855 to 1857; Mr. Ahira Holmes again, from 1857 to 1860; Mr. Thomas S. Myrick, from 1860 to June, 1869, when the present incumbent, Mr. Philip Prior, was elected.

The school was opened as a mixed school with boys and girls, but in July, 1868, it was reorganized as an exclusively boys' school. It now numbers about 496 boys, and has a corps of ten teachers. It has one primary school attached to it, which numbers about 480 boys and girls. This was opened in October, 1867, under the instruction of the present Principal, Mrs. Aurelia Griffith, in the new and pleasant primary building corner of Filbert and Kearny streets.

SPRING VALLEY SCHOOL.

This school was instituted as a public school on the 9th of February, 1852, in a small wooden house used for church and school purposes, on Union street, near Franklin. In 1866 it was removed to its present location on Broadway, near Polk street. The following gentlemen have been elected as Principals of this school: Mr. Asa W. Cole, from 1852 to October 1st, 1853; Mr. J. C. Morrill, from 1853 to 1860; Mr. George W. Peck, from 1860 to 1862; Mr. George W. Bunnell, from January 2d, 1862, to January 5th, 1864; Mr. B. Marks, from January, 1864, to June, 1868; Mr. Noah F. Flood, from June, 1868, to 1869; Prof. W. J. G. Williams, the present incumbent, was elected in June, 1869. This has always been a mixed school for boys and girls. It now numbers about 500 pupils and has a corps of ten teachers. It has one primary school attached to it, located in the old Spring Val-

ley building, under the charge of Miss J. M. A. Hurley. This school has four classes, and numbers about 250 boys and girls.

MISSION SCHOOL.

This school was instituted on the 10th of May, 1852, in a small building near the Mission Church. It was afterwards removed to Mr. Benton's brick church, from which it was transferred in 1858 to its present location on Mission street, near Fifteenth street. This school was first taught by Alfred Rix, Esq., who resigned in August, 1853, and was succeeded by Miss Clara B. Walbridge, who taught till November 28th, 1855, when the Board of Education elected Mr. Thomas C. Leonard, who was succeeded by Mr. Ahira Holmes, and Mr. E. D. Humphrey, the present Principal. It has always been a mixed school for boys and girls. It now numbers about 750 pupils, and has thirteen classes—eight in the main building, and five in rented rooms in the neighborhood.

There are four primary schools in the Mission District.

The Hayes Valley Primary School was instituted in May, 1863, in a one-story wooden building on Grove, near Polk street. It is now under the charge of Miss P. M. Stowell, and numbers four classes and about two hundred pupils.

The Hayes-street School, near Hayes Pavilion, has two classes and one hundred and twenty children, under the charge of Miss Mary Williams, Principal. The Tyler-street School was opened in October, 1867, in a one-story wooden building on Tyler street, near Pierce. It has five classes, and about three hundred pupils, under the charge of Miss Mary J. Bragg, Principal.

The Laguna Honda School was opened in August, 1869, in a rented wooden structure near the Ocean Beach road. It has one class of about twenty-five pupils, under the instruction of Miss Jennie Stanford.

The Eighth-street School was instituted Aug. 5, 1867, in a pleasant two-story building on Eighth street, near Harrison. It now numbers ten classes and about six hundred boys and girls, under the charge of Miss A. E. Slavan, Principal.

SHOTWELL-STREET SCHOOL.

This school was instituted as a mixed school in the pleasant eight-class building on Shotwell street, between Twenty-first and Twenty-second streets, in July, 1867. It was declared a Grammar School in July, 1869.

This was first organized by the present Principal, Mr. Silas A. White, and now numbers sixteen classes and about 900 boys and girls. Eight classes are in the building owned by the Department, and eight are in rented rooms in the vicinity. As soon as the new edifice on Valencia street is completed there will be ample accommodations for this District for several years.

There are two primary schools in this District. The San Bruno School was instituted in September, 1864, in a one-story wooden building on the San Bruno road, near the toll gate. It now has two classes, with about 120 children, under the charge of Miss Marion Sears, Principal.

The Fairmount Primary School was organized in September, 1864, under the charge of Miss M. A. Salisbury. It now has two classes and about 100 boys and girls.

SOUTH SAN FRANCISCO SCHOOL.

This school was instituted as a primary school in February, 1869, under the charge of Mrs. Ada E. Wright, in a small rented room in South San Francisco. It was transferred in November, 1869, to the new and commodious eight-class room building erected by the Department. The school now numbers four classes and about 180 boys and girls, under the charge of Mr. W. J. Gorman, who was elected Principal, Sept. 14th, 1869. It was declared a Grammar School by the Board of Education, July 12th, 1870.

There are three primary schools in this District. The Potrero School was opened in May, 1865, under the charge of Miss Jennie Sheldon, in a one-story wooden building on Kentucky street, near Napa street. It now has two classes and ninety pupils, under the supervision of Miss Mary Pascoe, Principal.

The West End School was opened in October, 1864, in the southwestern section of the county, under the instruction of Miss A. M. Dore. It has two classes and about eighty pupils, under the charge of Mr. Chas. H. Ham, the present Principal.

The Ocean House Primary School was instituted in July, 1866, under the charge of Miss M. M'Gilvery. It is a small school, and has about twenty pupils in attendance.

BROADWAY SCHOOL.

The present Broadway Girls' Grammar School was first instituted as a primary school for boys and girls, in the old Synagogue building on Broadway, near Powell street, in January, 1867, under the charge of Mrs. Wm. R. Duane, Principal. It was reorganized in June, 1868, as an exclusively Girls' Grammar School, under the charge of Prof. W. J. G. Williams, Principal, who was transferred in July, 1869, to the Spring Valley School, and was succeeded by the present Principal, Mr. Noah F. Flood.

The school now numbers eleven classes, and about 575 girls, under the instruction of twelve teachers.

This school receives the girls promoted from the Powell-street and the Union Primary Schools.

TENTH-STREET SCHOOL.

This was first organized on Jan. 14th, 1868, as a mixed school with grammar and primary classes, in rented rooms connected with the St. Joseph's Church, on Tenth street, between Howard and Folsom streets. It was declared a Grammar School in July, 1870, and has now eleven classes, and about 600 boys and girls. The following teachers have been elected Principals of this school: Mr. Wm. J. Gorman, Dr. J. Phelps, and the present incumbent, Mr. John A. Moore. This school will soon be transferred to the new and commodious edifice on Eighth street, between Harrison and Bryant streets, where, in connection with the Eighth-street Primary School, it will, in a few years, grow into one of the largest and most important districts of the city.

COSMOPOLITAN SCHOOLS.

A school for teaching foreign languages was first organized in October 1865, in a small rented building on Tehama street, near First street.

At first it only numbered twelve pupils in attendance, but in consequence of the liberal offer of the Board of Education, to

instruct the children of the city gratis, in the French and German languages, the Cosmopolitan system soon became very popular with the public, and the school rapidly increased in numbers, so that at the opening of the term, the following January, there were four grammar and six primary classes, with 691 pupils. At the present time there are sixty-one classes, and about 3,600 boys and girls attending the Cosmopolitan Schools.

SOUTH COSMOPOLITAN GRAMMAR SCHOOL.

This was instituted as a Grammar School on the 19th of February, 1867, under the charge of Mr. H. A. Bolander, the present Principal, in the brick building on Post street, between Dupont and Stockton streets. All the Cosmopolitan classes in the city were transferred to this building, which soon proved inadequate to accommodate the large number applying for admission. It has now eleven classes and 600 pupils.

Connected with this Grammar School are the following primary departments: The Cosmopolitan Primary, on Post street, between Dupont and Stockton streets, Miss Minnie Graf, Principal, eight classes and 480 pupils; the Bush-street Cosmopolitan Primary, on the corner of Bush and Stockton streets, Miss M. E. D'Arcy, Principal, eight classes and 480 pupils; the Geary-street Cosmopolitan Primary, in the basement of the German Church, on Geary street, Mrs. Emily Foster, Principal, four classes and 240 pupils; the Sutter-street Primary, in the basement of the Synagogue, on Sutter street, four classes and 180 pupils; the Mission and Mary-street Cosmopolitan Primary, Mrs. Wm. Cary Jones, Principal, five classes and 250 pupils; the Mason-street Cosmopolitan School, in the basement of the Synagogue, on Mason street, Mrs. M. Dupuy, Principal, six classes and about 350 pupils.

NORTH COSMOPOLITAN SCHOOL.

This was instituted as a Cosmopolitan School in July, 1867, in the fine and commodious wooden building on Filbert street, between Jones and Taylor streets, under the charge of Miss Kate Kennedy, the present Principal. It now numbers eleven classes and about 635 boys and girls. There is one primary department connected with this school—the Greenwich-street Cosmopolitan School, on Greenwich street, between Jones and Leavenworth streets. It was

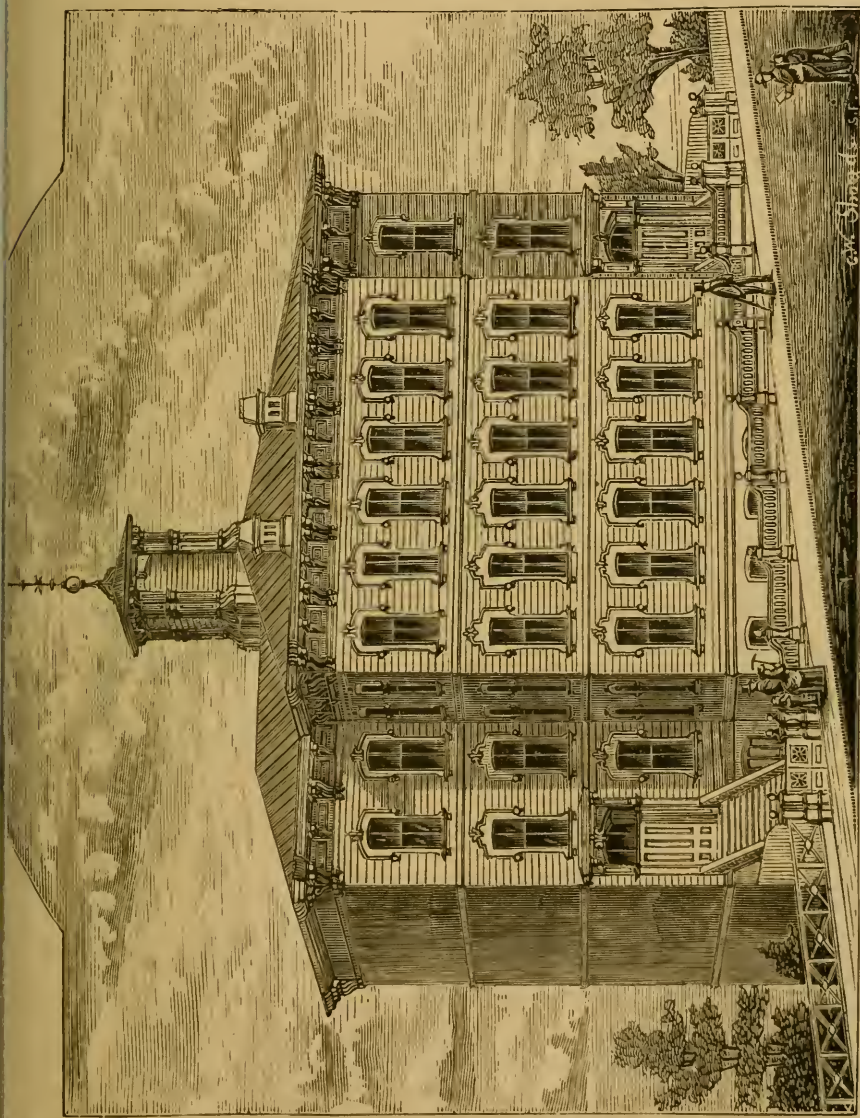
organized as a Cosmopolitan School in July, 1869, under the charge of the present Principal, Mrs. Wm. R. Duane. It has eight classes, and about 480 pupils in attendance.

GIRLS' HIGH SCHOOL BUILDING.

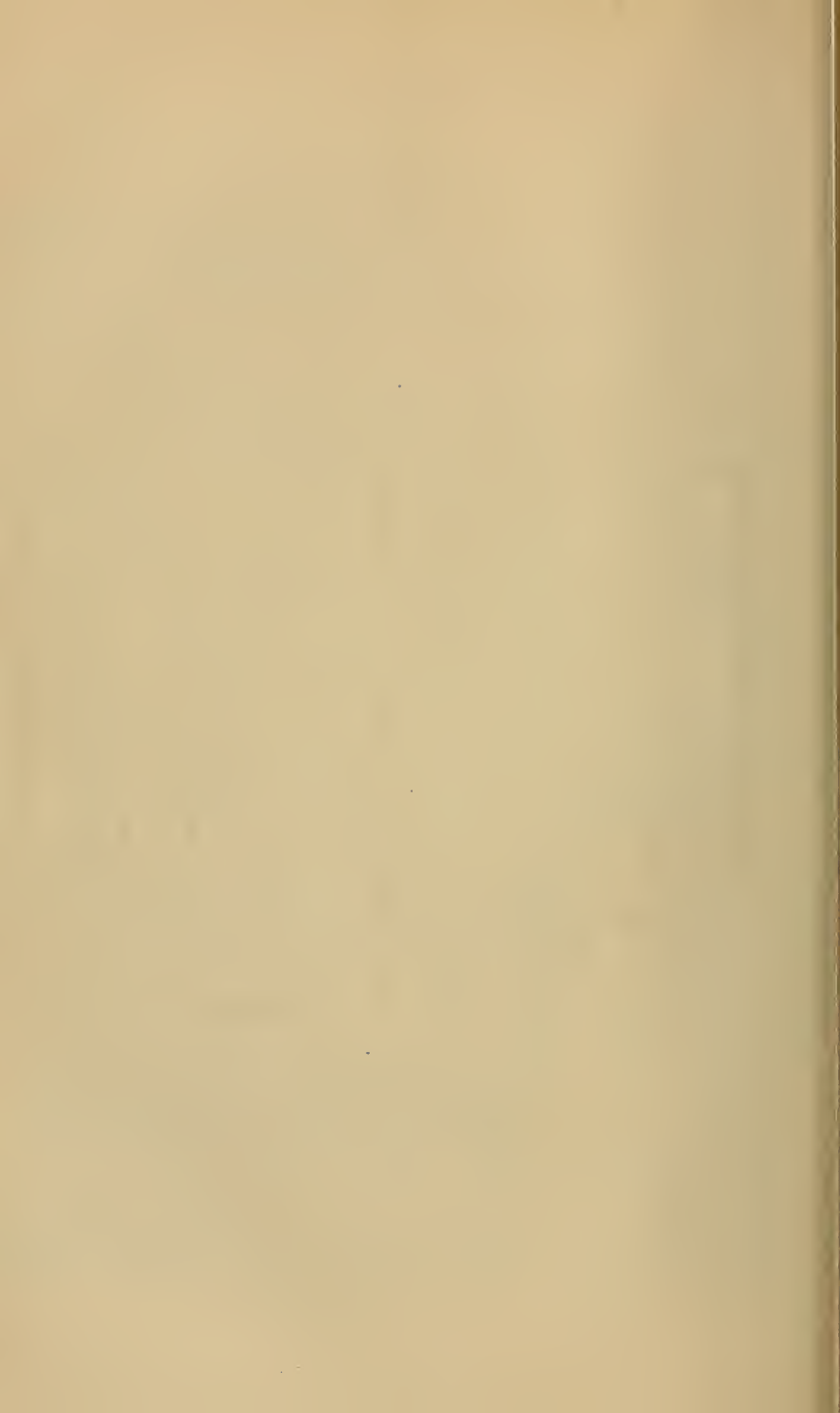
The site of this edifice which is now being erected, is on Bush street, near the northwest corner of Hyde street, in one of the most quiet and pleasant neighborhoods of this city. The lot on which this building is erected is $97\frac{1}{2}$ by $137\frac{1}{2}$ feet, which gives ample yard room for exercise and recreation.

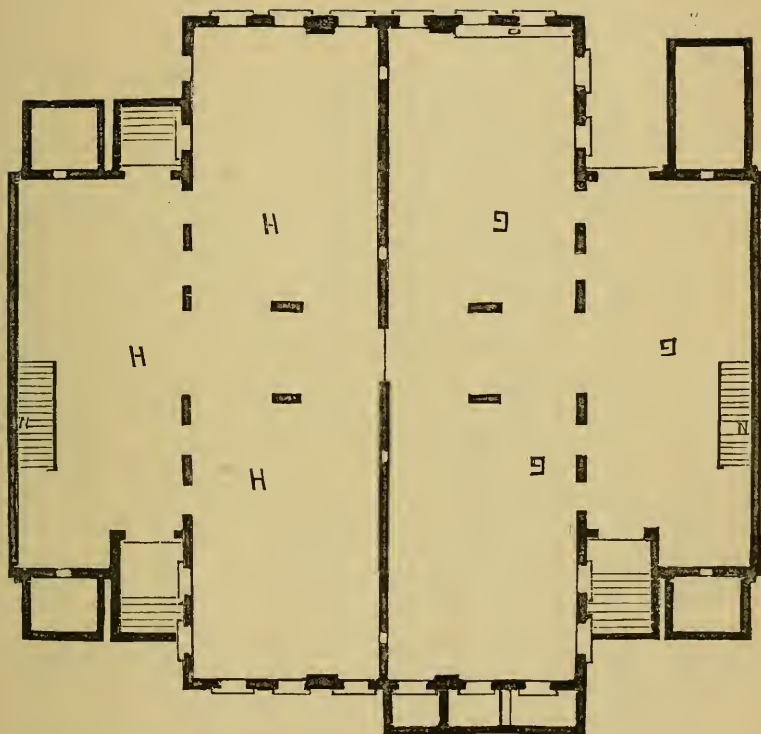
The central portion of the building has a frontage of 54 feet 8 inches, and a depth of $82\frac{1}{3}$ feet, with two wings for halls of entrance and teachers' rooms, 21 feet 5 inches by $50\frac{1}{2}$ feet in depth. The building is three stories high, with a basement 10 feet in the clear. This basement is divided into store-rooms, laboratories, and two large halls for calisthenic exercises for the pupils of the training department and the young ladies of the High School. The basement communicates with the yards by two front and rear doors six feet wide. It is also connected with the upper portion of the building by means of two flights of stairs. The first and second stories are each divided into four class-rooms for study and recitation, each $26\frac{1}{4}$ feet by $34\frac{1}{6}$ feet. Opening into the hall, and connected with each class-room, is a hat and cap room, 8 by 14 feet, which is supplied with water and wash basins. On the second floor are located two teachers' rooms. On the third floor of the main building there is an assembly hall, $53\frac{1}{6}$ by $45\frac{1}{2}$ feet, connected by sliding doors with two class-rooms, $26\frac{1}{4}$ by $34\frac{1}{6}$ feet, which are so arranged that when thrown open there are no projecting jambs to obstruct the view, thus forming one large and pleasant hall $53\frac{1}{6}$ by 81 feet. Connected with the main hall there are two rooms $20\frac{3}{8}$ feet by $19\frac{3}{4}$ feet, for the library, and for lectures and class exercises.

All the halls and class-rooms of this edifice are large, light and airy. Free ventilation has been secured by registers near the ceilings of the study-rooms and halls, which connect with the frieze of the cornice, and with ventilators in the roof; also, by means of swinging transoms over the interior doors. The height of the first and second stories is $14\frac{1}{2}$ feet, and of the third story, 16 feet. The



GIRLS' HIGH AND NORMAL SCHOOL -

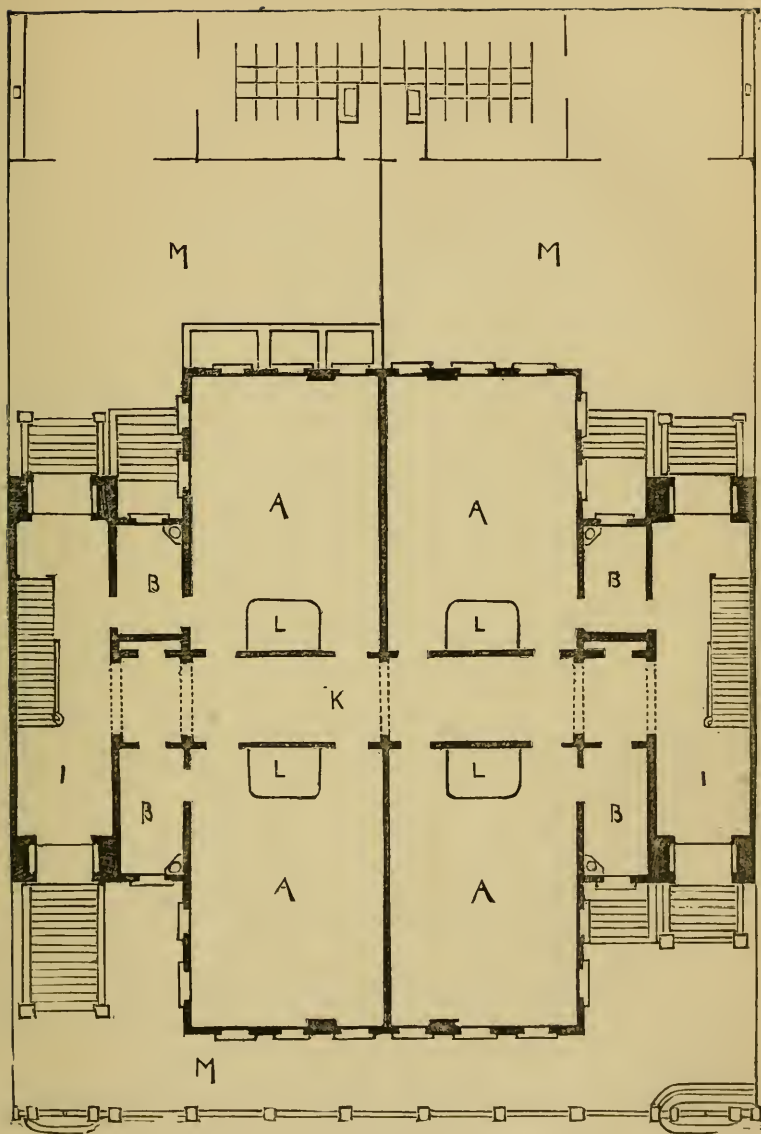




GIRLS' HIGH SCHOOL-
BASEMENT.

G—Basement for Scholars.
H—Basement for Janitor.

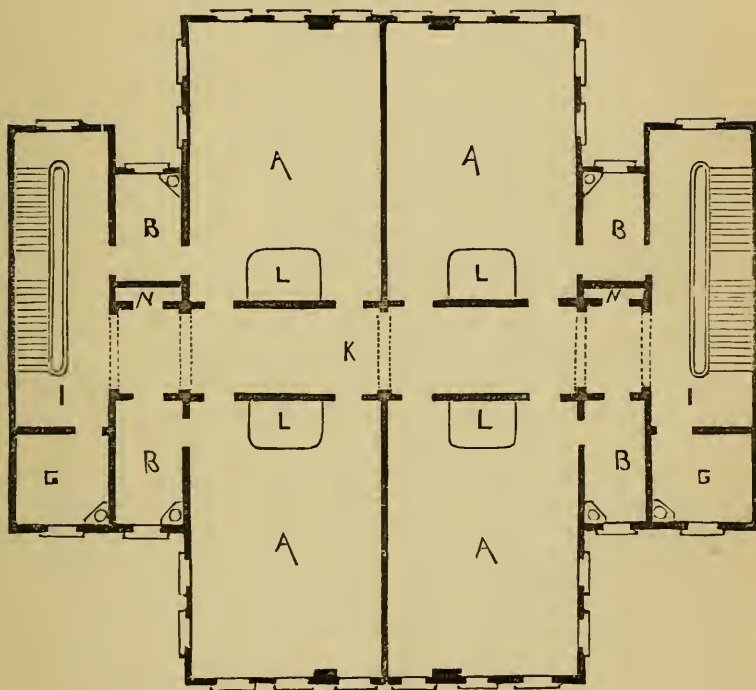
N—Hose Bibbs.
D--Sink.



GIRLS' HIGH SCHOOL— FIRST FLOOR.

A—Class Rooms.
B—Hat and Cloak Rooms.
I—Staircase Halls.
K—Passages.

L—Teachers' Platforms.
M—Planked Yard.
N—Hose Bibb Closets.
D—Sinks.

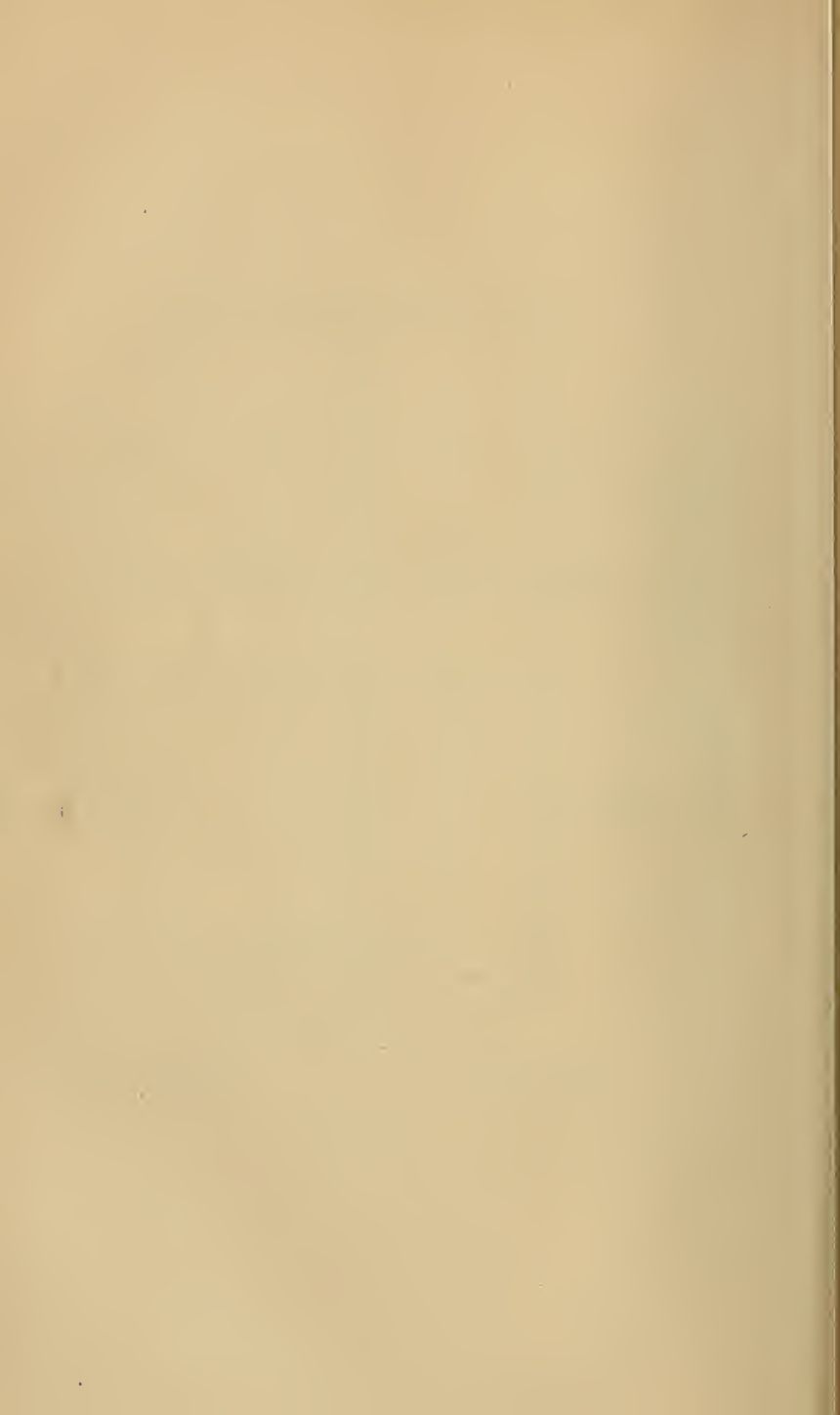


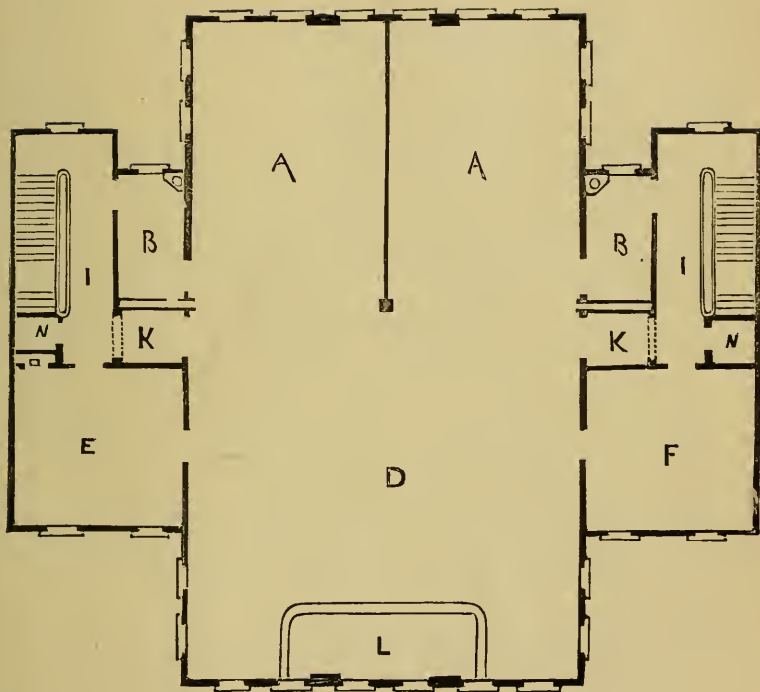
GIRLS' HIGH SCHOOL.
SECOND FLOOR.

A—Class Rooms.
B—Hat and Cloak Rooms.
G—Teachers' Rooms.

K—Passages.
L—Teachers' Platforms.
N—Hose Bibb Closets.

I—Staircase Halls.

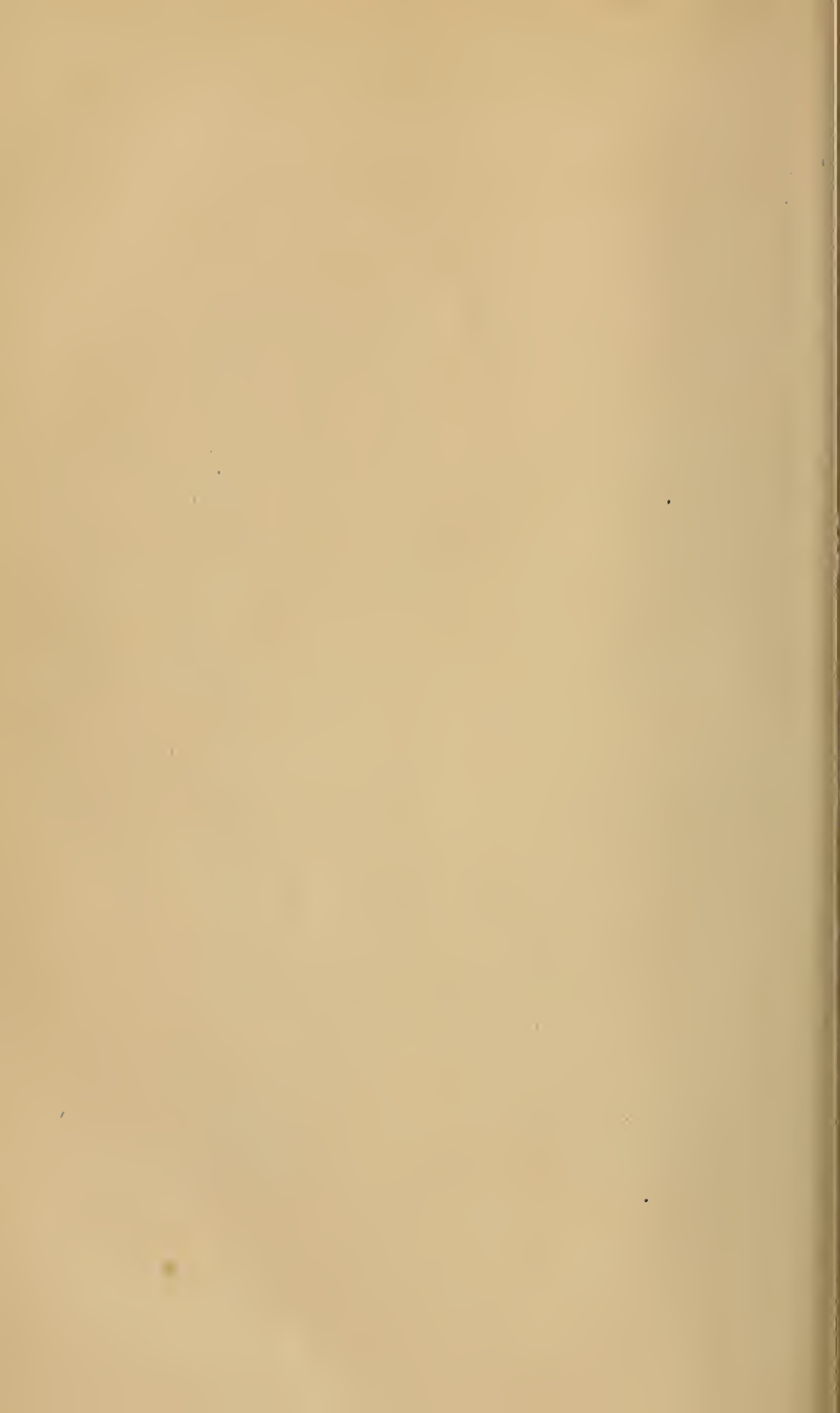




GIRLS' HIGH SCHOOL.
THIRD FLOOR.

A—Class Rooms.
B—Hat and Cloak Rooms.
D—Assembly Hall.
E—Lecture Room.
F—Library.

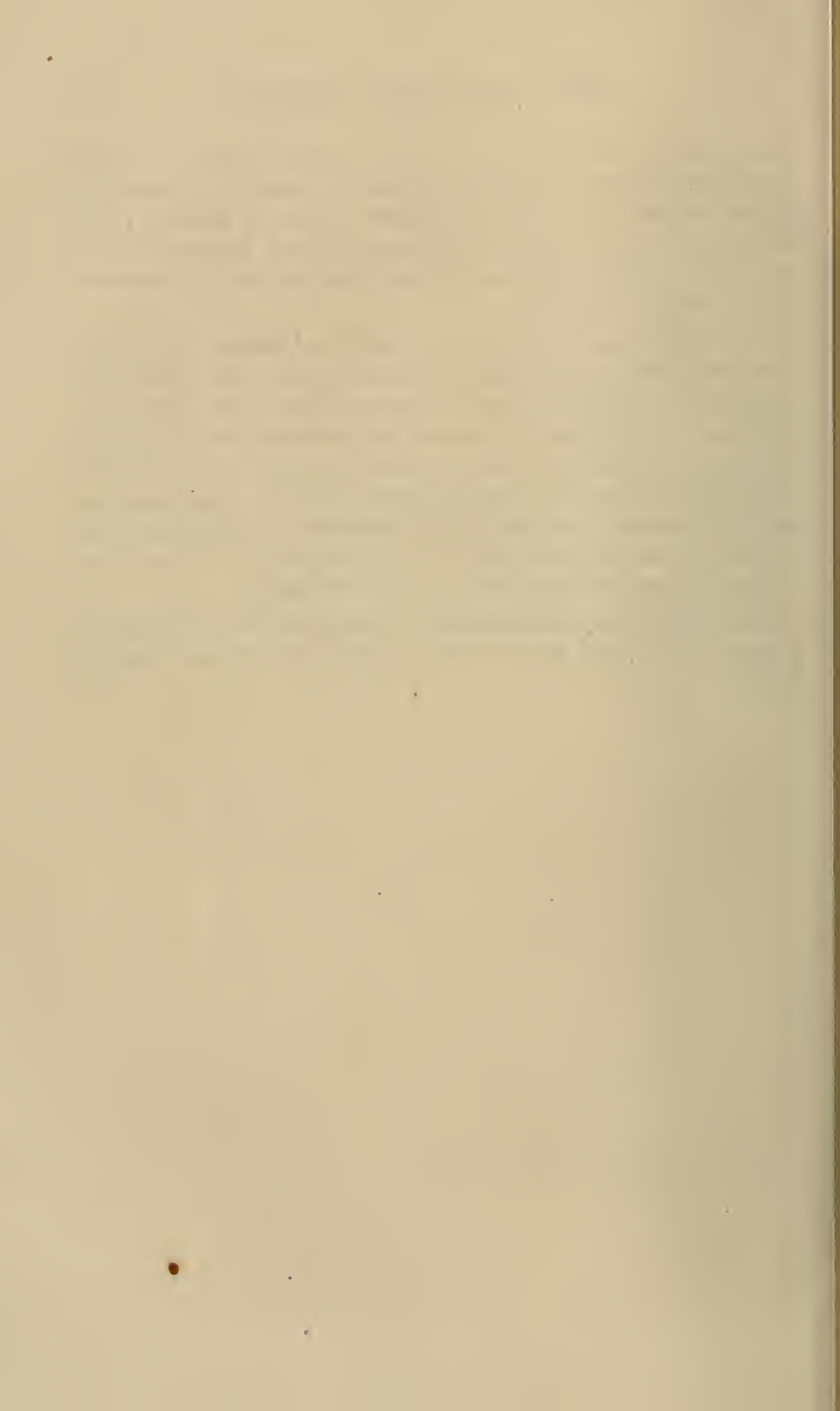
I—Staircase Halls.
K—Passages.
L—Platform.
N—Hose Bibb Closets.
D—Sink.

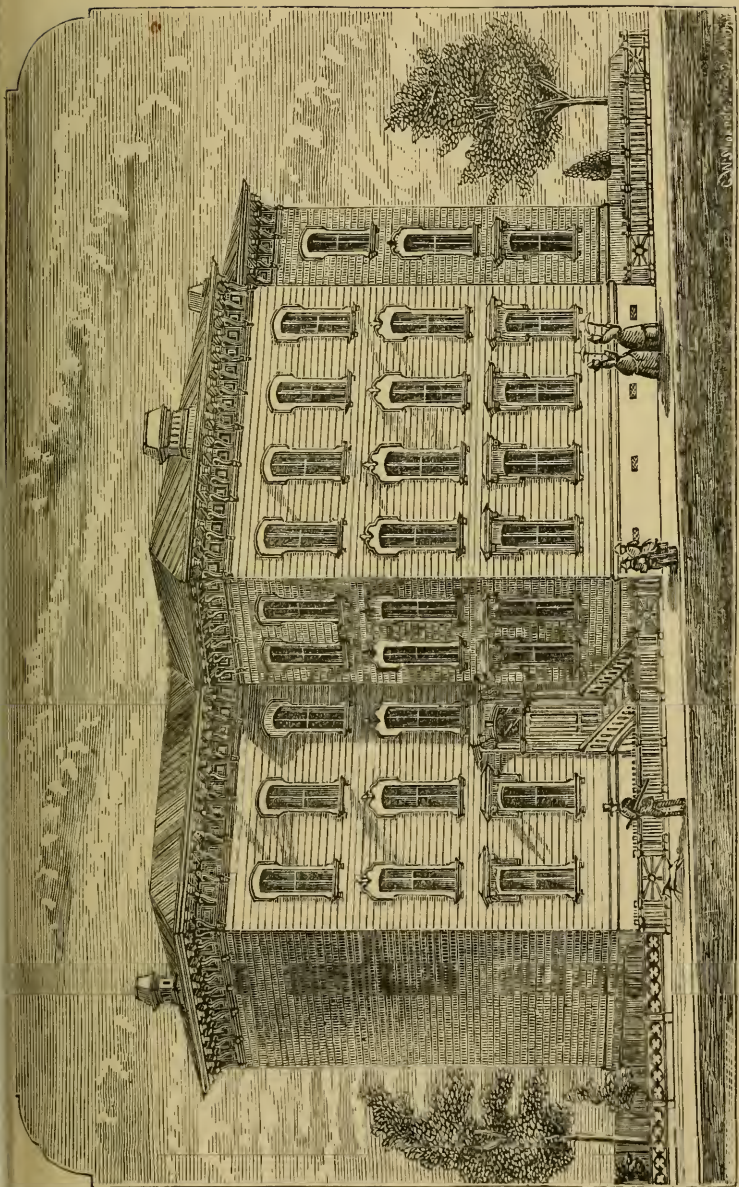


ingress and egress are through a large hall in each wing $13\frac{1}{2}$ feet wide, with staircases five feet in the clear, constructed in straight flights, which is a great desideratum in case of alarm. Transversely through the centre of the main building there is a hall 11 feet wide, which facilitates the ventilation and renders the access to the study-rooms easy.

The foundations of the exterior walls and under all the main partitions, are brick. The superstructure is of wood. The framework is of more than ordinarily heavy timbers. The ceilings are all sheathed with wood in narrow widths to avoid any plastering falling on the pupils. When completed, it will be one of the most substantial and best arranged buildings in the city. The plans were drawn by Messrs. Raun and Taylor, architects. The contract was awarded to Mr. Michael Casey, for \$28,200, which, with the furniture and extras, will probably amount to \$35,000.

The building will accommodate the young ladies of the High and Normal School, and 250 primary pupils of the Normal Training School.





GRAMMAR SCHOOL BUILDING.

A—Class Rooms.

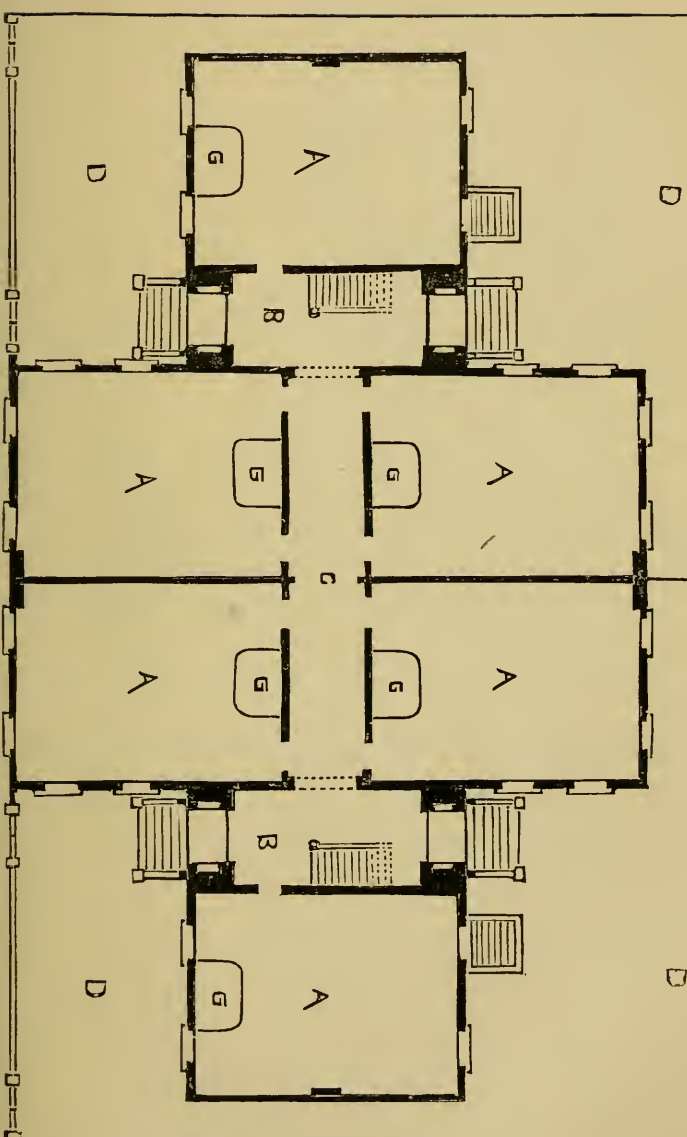
B—Staircase Halls.

C—Passage.

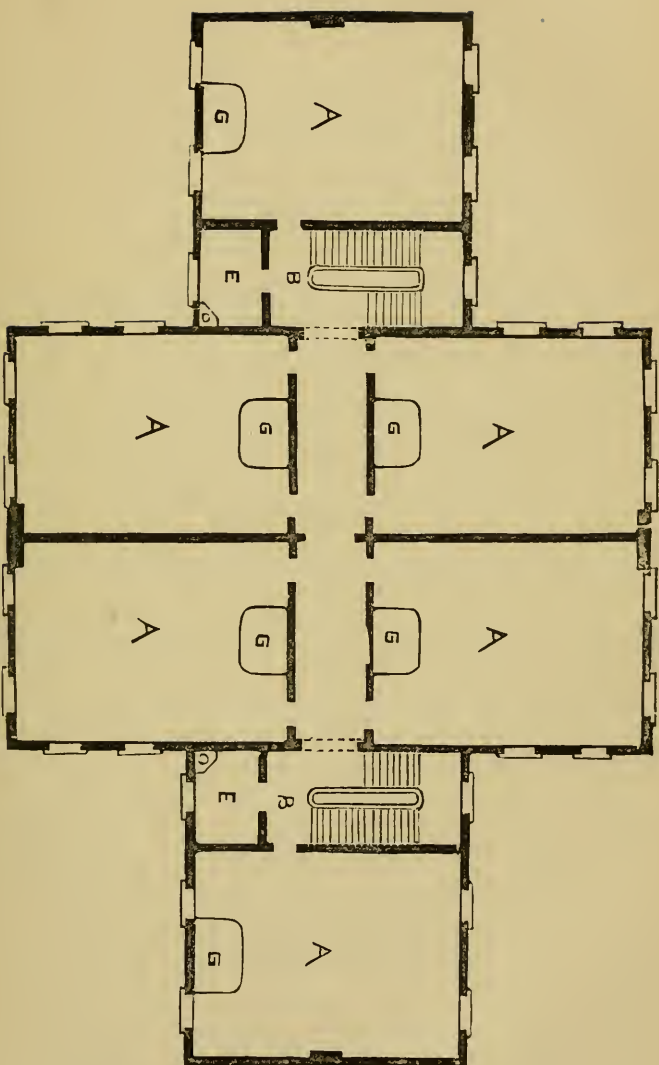
D—Yards.

G—Teachers' Platforms.

FIRST FLOOR.







SECOND FLOOR.

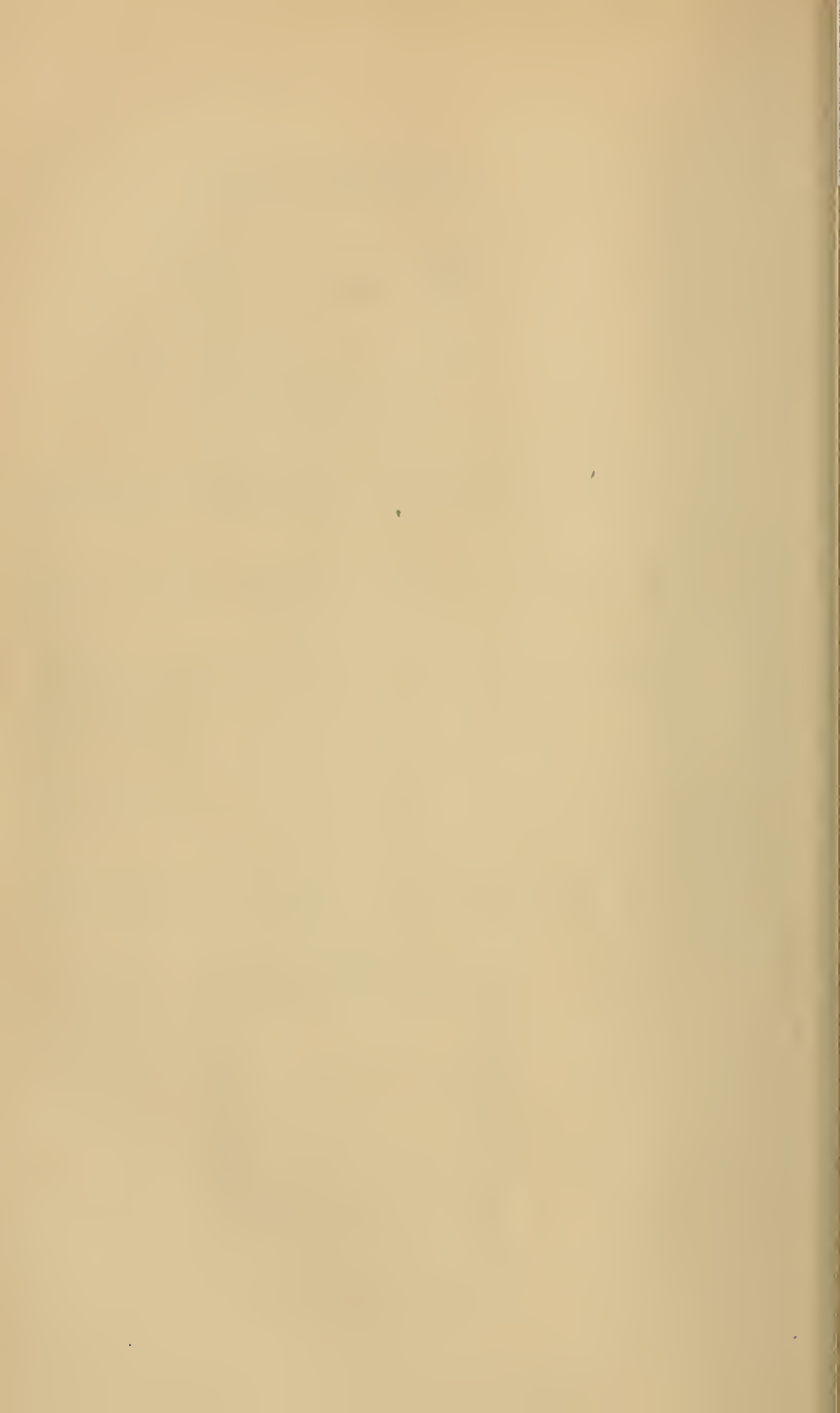
A--Class Rooms,

B--Staircase Halls.

C--Passage.

E--Teachers' Rooms.

G--Teachers' Platforms.





THIRD FLOOR.

A—Class Rooms.
B—Staircase Halls.

E—Teachers' Rooms.
F—Assembly Hall.
G—Teachers' Platforms.

GRAMMAR SCHOOL BUILDINGS.

There are now in course of construction three Grammar School houses, which will be completed about the 1st of January 1871.

They are located as follows : One on the east side of Eighth street, between Harrison and Bryant streets ; the lot has a frontage of 140 feet, by 150 feet in depth.

One on the middle fifty vara lot, on the north side of McAllister street, between Franklin and Gough streets.

One on the east side of Valencia street, between Twenty-second and Twenty-third streets. This lot has a frontage of 150 feet, with a depth of 250 feet running through to Bartlett street.

They are of the same material and are precisely similar in appearance and mode of construction, both externally and internally. A description of one with reference to the accompanying plans, will apply equally to all.

The foundations of all the exterior walls, and under all the main partitions, are brick. The superstructure is of wood. The framework is constructed of more than ordinarily heavy timbers, carefully selected. The joists for the floors are 3x16, with double studding throughout. The ceilings are sheathed with wood in narrow widths, to strengthen the building and avoid the plastering falling on the pupils. Double boarding has been used in covering the exterior. The windows and other openings are finished in a neat manner, with a sufficient variety in the design to avoid too much similarity, at the same time retaining a pleasant harmony throughout. The buildings are surmounted with bracketed cornices, which give to them an attractive and imposing appearance.

The main building is in the form of a parallelogram, $51\frac{2}{3}$ by $79\frac{1}{2}$ feet, with a wing located on each side, $38\frac{1}{8}$ by $34\frac{7}{12}$ feet, in which are the staircases. Ample provision has been made for ingress and egress through front and rear entrances to each wing. The halls are twelve feet, and the staircases are five feet wide in the clear. The doors throughout the building all open outward, so that in case of a panic there will be but little danger from crowding.

On each of the first and second floors there are six study and recitation rooms, $24\frac{7}{12}$ by 33 feet. On the third floor there are four classrooms of the same size as those on the first and second floors ; also,

a hall 50 by $43\frac{1}{4}$ feet. This hall is connected by sliding doors with the adjoining class-rooms, so that the whole main portion of the upper story can be thrown into one large assembly hall. Four small rooms for the Principal and teachers are located on the second and third floors. The height of the first and second stories is 14 feet, and of the third story $14\frac{1}{2}$ feet. The class-rooms are all pleasantly lighted with rear and side windows. Ventilation is secured by registers near the ceilings of the class-rooms and the hall, which connect with openings in the frieze of the cornice, and with ventilators in the roof; also, by means of swinging transoms over all the interior doors. A hall ten feet wide connects the two wings of each of the first and second floors, giving an easy access to all parts of the building. Gas pipes have been introduced throughout the building for the use of evening schools, if required. The yards are large, and afford ample room for exercise and recreation. They are all planked, and are surrounded with broad sheds for protection from the sun and stormy weather.

While these buildings present a plain and substantial appearance, yet they are tasteful and commodious in all their arrangements, and will afford ample and pleasant accommodations for a large number of youth at comparatively a small expense. They will be an ornament to the thriving parts of the city in which they are located, and will accommodate for several years the rapidly increasing population of the Eleventh and the southern portion of the Twelfth Districts.

The plans and drawings of these buildings were designed and executed by Messrs. Raun and Taylor, the architects of the School Department. The contract for erecting them was awarded to Mr. John C. Kelly. The price for constructing each of these is \$25,850, amounting to \$77,550 for the three, which, together with the extras and furniture, will amount to over \$100,000. Each building will accommodate 960 grammar and primary pupils, 2,880 in all.

Respectfully submitted.

JAMES DENMAN,
Superintendent of Common Schools.

FIFTH AWARD OF THE DENMAN MEDAL, MAY 1870.

GRADUATES, FIRST GRADE—GOLD MEDALS.

Maria V. Moss,

|

Emma Levy.

SILVER MEDALS.

Sarah H. Abrams,

Dora R. Carrall,

Mary F. Dexter,

Katie M. Hassen (2d Award),

Susie W. Peck,

Lizzie D. Anderson,

Annie L. Davis,

Louisa N. Dorn,

Katie E. Hurley,

Julia E. Smith,

Lizzie Beach,

Anna G. Dndley,

Georgie E. Erwin,

Lottie E. Provost,

Azelia V. Van Campen,

Fannie A. Cheney (3d Award),

Florence G. Wheeler,

Clara G. Carmelich,

Emily J. Johnson (2d Award),

Sophie M. F. Kraus,

Esther Levy,

Sarah F. O'Donnell,

Amelia H. Jacobs,

Lena Lazarus,

Ella F. McMann,

Mary Steindler,

Mary Cook.

LINCOLN GRAMMAR SCHOOL, MAY, 1870.

GRADUATES, FIRST GRADE—GOLD MEDAL.

Peter Sander,

|

Charles Granklin.

SILVER MEDAL.

Frank Darling,

Thomas Filben,

Samuel Weitz,

Henry Havens,

Charles Young,

Andrew Moore,

Samuel Hirschfelder,

Joseph Neyland,

James Hochholzer,

Charles Overton,

Eugene Blethen,

Charles Turrill,

Joseph O'Brien,

Gustave Gutman,

Samuel Goldwater,

Lawrence Miskel,

Frank Hardie,

James McFadden,

Joseph Davidson,

Augustus Peach,

Fred. Swasey,

John Sharkey,

James Taylor,

Willie Waldron,

Marcus Livingston,

George White,

Abraham Schier,

Jacob Sharp.

SECOND GRADE—SILVER MEDAL.

Alexander Robertson,

Marcus Koshland,

Jared Darrow.

SECOND GRADE—BRONZE MEDAL.

Isidore Lièvre,

George Luchsinger,

Eugene Stolz,

John Duane,

William R. Shaw,

George Teller,

James Johnston,

Robert Campbell,

John Milliken,

James Cunningham,

John Burchan

William Hardy.

THIRD GRADE—SILVER MEDAL.

Paul Moroney,
William D. Keystone,

William Hamill,

Charles Selleck,
William E. Jory.

BRONZE MEDAL—THIRD GRADE.

Eugene Hallahan,
Frank Eckenroth,
William Mocker,
R. Swayne,
John C. Harrington,
Alonzo M. Grim,

George Prindle,
Philip Euler,
H. Shillcock,
Theodore Fink,
Frank Worth,
Henry W. O'Shea.

William H. Huie,
James Bulman,
H. Stafford,
Robert R. Vail,
Michael Tannian,

SILVER MEDAL—FOURTH GRADE.

George Selleck,
Charles R. Wilson,
Charles Miller,

Henry Huppert,
Nathan Harris,
H. E. Sanderson.

John Kneass,
Sigmund Ackerman,

BRONZE MEDAL—FOURTH GRADE.

William Duane,
Howard Brown,
William H. Bryan,
Edward Kneass,
Frank Farran,
Lee Cotton,
Thomas Donnelly,

George Noyes,
Austin H. Walrath,
Robert Huie,
Frederick Kimmel,
Andrew Foreman,
Richard Barry,
G. A. McCormick.

Charles Jones,
James C. Tice,
Charles Palmer,
John M. Willson,
William Farnham,
Frank Emmal,

GRADUATES OF THE GIRLS' HIGH AND NORMAL SCHOOL,

MAY 1870.

Lizzie A. Allison,
 Fannie L. Ham,
 Carrie Hogg,
 Alice N. Hixson,
 Mary Kline,
 Minna Levin,
 Hettie N. Perkins,
 Maud M. Rowe,
 Mary E. Smith,
 Emma Welton,
 Clara S. Fillebrown,
 Ella Bugbee,

Sophie C. Earle,
 Mary A. Foye,
 Pauline Wolf,
 Belle R. Rankin,
 Annie M. Patterson,
 Nina R. McLean,
 Susie A. Favor,
 Julia Siehel,
 Tillie C. Stohr,
 Hattie E. Whirlow,
 Clara B. Earle,

Mary A. Fellows,
 Hattie J. Hodgdon,
 Addie E. Hastings,
 Kate Hutchinson,
 Evelyn G. Blethen,
 Emily Pearce,
 Annie Putnam,
 Carrie H. Smith,
 Kate Kretsinger,
 Mary J. Canham,
 Ada E. Hayward,
 Anna Houseman.

GRADUATES OF THE BOYS' HIGH SCHOOL, 1869.

Harrison A. Jones,
 William Carson,
 Simon Scheeline,
 Albert Gerberding,
 Walter Malloy,

William Wade,
 Albert Michelson,
 William Mott,
 William Donovan,
 Henry Schmitt,

George Bordwell,
 Thomas Barry,
 Samuel Fellows,
 Joseph McClosky,
 Frank Stohr.

GRADUATES OF THE BOYS' HIGH SCHOOL, 1870.

George Beaver,
 Robert Y. Hayne,
 Frank Otis,
 Joseph L. Ross,
 Frank Holmes,
 Isaac H. Solomon,
 John R. Farrell,

Isaac Freud,
 Nathan Newmark,
 A. Wendell Jackson,
 Charles Stone,
 Simon C. Sheeline,
 Samuel B. Christy,

Joseph O. Hirschfelder,
 Dwight B. Huntley,
 Jacob Reinstein,
 Joseph C. Rowell,
 Thomas T. Barry,
 John M. Stillman,
 Louis Tobias.

GRADUATES OF THE GRAMMAR SCHOOLS.

GRADUATES OF DENMAN SCHOOL, 1870.

Aibischer, Mary	Erwin, Georgie E.	Michaelson, Pauline D.
Anderson, Lizzie D.	Elam, Virginia H.	Moss, Maria V.
Abrams, Sarah H.	Grossman, Nellie T.	McDonnell, Addie F.
Brooks, Addie S.	Gibbs, Nellie V. S.	Noyes, Emma O.
Beach, Lizzie,	Hinchman, Blanche E.	Peck, Susie W.
Cook, Mary A.	Henn, Carrie N.	Provost, Lottie E.
Carroll, Dora R.	Hurley, Kate E.	Quaid, Gertrude M.
Cheney, Fannie A.	Hassen, Katie M.	Reynolds, Minnie E.
Churchill, Emma,	Lewis, Ella	Smith, Julia E.
Davis, Annie L.	Lawton, Minnie L.	Shepley, Annie B.
Dorn, Louisa N.	Little, Louise J.	St. John, Eda.
Dexter, Mary F.	Leonard, Hattie E.	Van Campen, Azelia V.
Dudley, Annie G.	Lockwood, Georgie C.	Ward, Alice B.
Davidson, Mary L.	Larcombe, Florence E.	Wheeler, Florence G.
	Warren, Carrie E.	
Banks, Lizzie	Kraus, Sophie,	Morton, Sarah,
Driscoll, Joanna,	Luschinger, Annie	Mooney, Annie,
Fleres, Josie	Levy, Emma,	O'Donnell, Sarah,
Johnson, Emily	Lazarus, Lena	Williams, Angie
Jacobs, Jennie		Whitney, Carrie.

GRADUATES OF RINCON SCHOOL, 1870.

Alexander, Annie	Hayburn, Matilda	Robinson, Sophia
Bartlett, Alice	Hogan, Minnie	Ryan, Nora
Bowles, Mary	Howe, Minnie	Stodole, Rosina
Cary, Hattie	Isaacs, Amelia	Strauss, Ida
Clark, Charlotte K.	Johnson, Mollie	Summerfield, Hattie
Cohen, Carrie	McClure, Bella	Swain, Emily
Cox, Ida M.	Moore, Lucy	Tinkham, Mary
Duff, Louie	Moulton, Alice	Way, Ada
Flower, Julia	Moulton, Addie	Wentworth, May
Gray, Mary	O'Neil, Emily	White, Lillie
Guerin, Mattie	Paul, Mary	Wight, Ellen
Hare, Mary	Ray, Nellie	Williamson, Linda
Harris, Etta	Robertson, Lizzie	Wintringer, Lizzie.

GRADUATES OF LINCOLN SCHOOL, 1870.

Abel, Louis	Hirschfelder, Samuel	Pearce, George
Adler, David	Hochholzer, James	Pearce, Joseph
Booth, Edward	Hirsch, Bernard	Peach, Augustus
Blethen, Eugene O.	Havens, Henry	Pendleton, Benjamin
Beakart, Frank	Houseman, Thomas	Read, Chas. Cicero
Buckingham, Aurelius	Harris, Arthur	Sawyer, Herbert
Bayless, Charles	Hardie, Frank	Sedgley, Walter
Carroll, John	Keebler, Chris.	Sharkey, John
Coleman, John	Knowles, George B.	Street, John
Currier, Charles	Layang, W. B.	Swasey, F. P.
Currie, Frank	Lawrence, William	Scheir, Abraham
Cootey, Frank	Levingston, Mar.	Sharp, Jacob
Cummings, David	Linforth, E. W.	Sander, Peter F.
Davidson, Joseph	McFadden, Joseph	Taylor, James K.
Darling, Frank,	Mangeot, Charles	Tolle, Oscar
Ehrenberg, Isaac	Maguire, Joseph W.	Turrill, Charles
Forsyth, Owen W.	Mead, George	Waldron, William
Franklin, Charles	Miskel, Lawrence	Welch, John
Filben, Thomas	Marx, B. D.	West, Charles
Gobbee, Ernest	Mouson, Charles	Webb, Harry
Gammon, Thomas	Moore, Andrew	White, George
Greenberg, Joseph	Neylan, Joseph	Weitz, Samuel S.
Grosch, Samuel	O'Brien, Joseph	Williams, Woodie
Gutman, Gustave	Overton, Charles	Young, Charles.
Goldwater, Samuel		

GRADUATES OF THE BROADWAY SCHOOL, 1870.

Mattie L. Belcher,	Bertha Bloch,	Mary Baldwin,
Lizzie Byrne,	Minnie V. Barrett,	Mary F. Clark,
Lizzie Conroy,	Mary J. Cook,	Maggie R. Dillon,
Nellie C. Haswell,	Jennie A. Meeker,	Claribelle Skinner,
Rachel Silverstein,	Nathalie Schmitt,	Louisa P. Watson,
Helena Meyer.		

GRADUATES OF THE UNION SCHOOL, 1870.

William Alison,	Robert Byers,	Samuel Bridgwood,
Richard Collins,	Thomas Donahue,	Fredrick Farmar,
John Kennecaly,	Thomas King,	Edgar Snook,
Henry Smith,	William Wedd,	Thomas Wells.

GRADUATES OF SPRING VALLEY GRAMMAR SCHOOL, 1870.

Mary Giffin,	Pacific B. Greentree,	Annie Grush,
Flora Jackman,	Rosa McPhail,	Mary Nolan,
Rosa O'Brien,	Jessie Rogers,	Lizzie Schanders,
Katie Smith,	Mary Tilton,	Sarah Thompson,
Emilla Young,	Carrie Vincent,	Mary Neely,
Virginia Ruby,	Belle Wright,	Eliza White,
Lillie Morton,	Mary Shea,	Katie Barrett,
Alice Waterman,	Leon Carrau,	William Boyle,
John Fitzgerald,	John Fehneman,	Robert Hession,
William Kelly,	George Leppien,	Marshall Laidly,
George Ralph,	William Thomas,	John Wilson,
Robert Brotherton,	William Meacham,	Thomas Norton.

GRADUATES OF WASHINGTON SCHOOL, 1870.

Bender, William	Farish, John,	Palmer, Warren,
Bromley, George	Fetherston, John	Plank, Henry
Carruthers, Samuel	Knoll, Albert	Raphael, George
Chase, Harry	Mayers, Walter	Stinson, William
Clough, Edwin	Palmer, Samuel	Valleau, Samuel.

GRADUATES OF THE MISSION SCHOOL, 1870.

Fred. W. Crosett,	Louis H. Turner,	William F. Morison,
William T. Hartwell,	John F. Hennessy,	Edmund Boyd,
Andrew Donovan,	Robert Greer.	Jeremiah Galvin,
Thomas Latham,	Ed. T. McNally,	Mary C. B. Varney,
Helen K. Fonda,	Minnie Cordley,	Belle Hodgdon,
Adrienne Thompson,	Celia Eisen,	Annie Stewart.

GRADUATES OF NORTH COSMOPOLITAN SCHOOL, 1870.

Louisa Classon,	Charles Sheffield,	Josephine Reis,
Henrietta Frank,	Albert Meyer,	Ella Beane,
Irene Holmes,	Mary Brown,	Jennie Lundt,
Mattie Rooney,	Frederick Spannhacke,	Emma Fowler.

GRADUATES OF THE SOUTH COSMOPOLITAN SCHOOL, 1870.

Walter Abell,
 Willie Brown,
 Frederick Grimm,
 Harry Hay,
 Adolph Kahn,
 William Lauenstein,
 Norline Brisac,
 Celina Bornstein,
 Emma Calhoun,
 Clotilda Herrara,
 Ida Pomeroy,
 Clara Regensburger,
 Alice Whitcomb,
 Valencia Levy,
 Sidonia Bruck.

Frederick Atkinton,
 James Graham,
 Manfred Heynemann,
 Arthur Hayne,
 Frank Whitcomb,
 Adolph Steinmann,
 Mabel Brett,
 Anna Benedict,
 Augusta G. Faulk,
 Josephine Hugg,
 Etta Penniman,
 Jennie Van Stratten,
 Cora Wightman,
 Melanie Bloch,

Otto Barkhausen,
 Henry Greenberg,
 Lionel Heynemann,
 Joseph Koschland,
 Max Wolf,
 Henry Kurze,
 Hanna Brandt,
 Adele Curtis,
 Lily Graham,
 Rachel Mendelsohn,
 Frederika Riese,
 Bertha Werlin,
 Alice Dudley,
 Emma Marks.

GRADUATES OF THE SHOTWELL-STREET SCHOOL, 1870.

George W. Green,
 Annie E. Hutton,
 Eliza L. Tilden,
 Wesley T. Gorham,
 Ella M. Doyle,
 Gertrude A. Appleton,
 Mary M. Twohig,
 Sadie E. Bishop,

Lizzie S. Davis,
 Ralph McDement,
 Alex. P. Doyle,
 Edward F. Twohig,
 Lotte C. Lelong,
 Fannie A. Hoyt,
 Fannie T. English,

Sarah E. Brooks,
 Eliza P. Doyle,
 Chauncey G. Bishop,
 Katie A. Little,
 Eliza H. Asmus,
 Agnes A. Smith,
 Ella H. Morrison,
 Frank C. Diebberle.

TEACHERS ELECTED.

1869

July 14.....	Prof. A. Herbst.
27.....	Miss M. Ahern.
27.....	Miss M. P. Carpenter.
27.....	Miss Louise Lacy.
27.....	Miss Susie McInerny.
27.....	Miss Annie Dowling.
27.....	Miss Nellie Owens.
27.....	Miss Jennie Mitchell.
27.....	Miss Julia O'Brien.
27.....	Miss Maggie Watson.
27.....	Miss Lizzie Keightly.
27.....	Mrs. H. F. Byers.
27.....	Mrs. M. Hastings.
27.....	Mrs. L. M. F. Wanzer.
Aug. 17.....	Miss Mary H. Smith.
17.....	Miss Maggie E. Smith.
17.....	Miss Kate McFadden.
17.....	Miss Jennie E. Stanford.
24.....	J. W. Lannon.
Sep. 7.....	Miss M. J. O'Neil.
7.....	Miss Jennie Glasgow.
7.....	Miss Addie A. Baldwin.
7.....	Miss Hattie Fairchild.
7.....	Miss Jennie E. Dowling.
14.....	Miss F. M. Sherman.
Nov. 23.....	Miss M. J. C. Palmer.
23.....	Miss M. A. Castelhum.
23.....	Miss Blanche Hirth.
23.....	Miss B. Brockmann.
23.....	Miss Mary Corkery.
23.....	Miss Amy Hopkins.

1869

Nov. 23.....	Miss Esther Solomon.
23.....	Miss Nellie Holbrook.
23.....	Miss Belinda Roper.
23.....	Miss Ada Cherry.
23.....	Miss Louisa Templeton.
23.....	Miss Lizzie Wells.
23.....	Miss Florence G. Ames.
23.....	Mrs. A. Hoffman.
Dec. 28.....	Wellington Gordon.
1870	
Jan. 25.....	Mrs. F. Bjerremark.
25.....	Miss Flora Weihe.
25.....	Miss Lizzie McCollam.
Feb. 18.....	Miss C. Carter.
18.....	Miss Ellen Dolliver.
18.....	Miss Mary Gallagher.
18.....	Miss Ellen Cushing.
18.....	Miss Rebecca O. Skinner.
Mch. 15.....	Chas. F. True.
Apr. 12.....	Miss Margaret S. Turnbull.
19.....	Miss Sarah M. Gunn.
19.....	Miss Rose Bleibel.
19.....	Miss Adele Fittig.
19.....	Miss Mary Hart.
19.....	Miss Ada Flowers.
19.....	Miss Sallie R. Hart.
26.....	Miss E. M. Tiebout.
26.....	Miss Eureka Bonnard.
26.....	Miss Georgia Morton.
May 24.....	Mrs. C. I. Silvester.
J'ne 28.....	Miss S. J. Boyle.

TEACHERS WHO HAVE RESIGNED.

1869

July 14.....	Miss S. E. Anderson.
14.....	Miss M. A. Jourdan.
Sept. 7.....	Miss S. D. Carey.
Oct. 12.....	Mrs. U. Rendsburg.
26.....	Mrs. M. L. Foster.
1870	
Jan. 11.....	Miss M. F. Phelps.

1870

Jan. 11.....	Mrs. A. A. Tingman.
11.....	J. W. Lannon.
28.....	Arnold Dulon.
Feb. 18.....	Miss M. J. Morgan.
Mar. 8.....	Madame V. Brisac.
Apl. 12.....	Miss Jennie Mitchell.
12.....	Miss M. J. E. Kennedy.
19.....	Mrs. P. C. Cook.

ERRATA.

Page 7, line 29, for "\$456,422 30," read \$601,339 99.

Page 7, line 33, for "16," read 20 9-10.

APPENDIX.

BOARD OF EDUCATION, 1869-70.

PRESIDENT.....J. M. BURNETT.

MEMBERS:

- 1st District—E. H. COE, 22 City Hall. Dwelling, east side of Calhoun street, between Union and Green.
- 2d District—CHAS. KOHLER, 626 Montgomery street. Dwelling, No. 1507 Stockton street.
- 3d District—WM. SHEW, No. 417 Montgomery street.
- 4th District—C. H. REYNOLDS, No. 329 Montgomery street. Dwelling, No. 1314 Washington street.
- 5th District—J. D. B. STILLMAN, M. D., No. 17 Post street.
- 6th District—JOS. W. MATHER, No. 305 Sansome st. Dwelling, No. 13 Monroe Place, Bush street, between Stockton and Powell streets.
- 7th District—J. F. MEAGHER, south side of California street, below Montgomery. Dwelling, No. 61 Minna st.
- 8th District—EDGAR BRIGGS, S. E. corner Sansome and Sacramento streets. Dwelling, No. 33 Erie street.
- 9th District—R. H. SINTON, No. 509 California st. Dwelling, No. 16 South Park.

10th District—A. K. HAWKINS, No. 645 Market street.

11th District—H. F. WILLIAMS, S. W. corner of California and Montgomery streets. Dwelling, 17th avenue, near Railroad avenue, South San Francisco.

12th District—J. M. BURNETT, No. 59 Exchange Building, corner Montgomery and Washington sts. Dwelling, N. W. corner Polk and Jackson streets.

JAMES DENMAN—*Superintendent of Common Schools*—Office, No. 22 City Hall.

GEO. BEANSTON—*Secretary of Board of Education*—Office, No. 22 City Hall.

RICHARD OTT—*Clerk of Board of Education*—Office, No. 22 City Hall.

JAMES DUFFY—*Messenger*—No. 22 City Hall.

STANDING COMMITTEES.

RULES AND REGULATIONS—Directors Shew, Hawkins and Stillman.

TEACHERS, CLASSIFICATION AND COURSE OF INSTRUCTION--Directors Mather, Reynolds, Meagher and Superintendent.

HIGH AND NORMAL SCHOOLS--Directors Stillman, Hawkins and Reynolds.

FURNITURE AND SUPPLIES—Directors Sinton, Meagher and Briggs.

TEXT BOOKS AND MUSIC—Directors Shew, Coe and Hawkins.

COSMOPOLITAN SCHOOLS—Directors Briggs, Kohler and Meagher.

EVENING SCHOOLS—Directors Kohler, Coe and Williams.

SCHOOL HOUSES AND SITES—Directors Williams, Sinton and Stillman.

SALARIES AND JUDICIARY—Directors Reynolds, Stillman and Hawkins.

FINANCE AND AUDITING—Directors Hawkins, Kohler and Reynolds.

TEACHERS' INSTITUTE—Directors Mather, Williams and Briggs.

PRINTING—Directors Coe, Kohler and Williams.

JANITORS—Directors Sinton, Shew, Coe and Superintendent.

LOCATION OF SCHOOLS.

NAMES OF TEACHERS, NUMBER OF PUPILS ENROLLED, THE AVERAGE ATTENDANCE AND THE MONTHLY EXPENSE OF TUITION, BASED UPON THE TEACHERS' AND JANITORS' SALARIES OF SCHOOL MONTH ENDING MAY 27, 1870.

Boys' HIGH SCHOOL.

Location.....East side Powell street, near Clay.

Pupils registered, 107 ; average attendance, 106 ; percentage of attendance, 99 ; number to each teacher, 18 ; monthly tuition of each pupil, \$9.38.

TEACHERS.

Theodore Bradley.....	Principal.
A. T. Winn.....	Assistant.
J. M. Sibley.....	"
A. L. Mann.....	"
A. Herbst.....	"
Mrs. C. L. Atwood.....	"

GIRLS' HIGH SCHOOL.

Location.....South side Bush street, near Stockton.

Pupils registered, 155 ; average attendance, 152 ; percentage of attendance, 98 ; number to each teacher, 25 ; monthly tuition of each pupil, \$4.90.

TEACHERS.

Ellis H. Holmes.....	Principal.
Mrs. C. R. Beales.....	Assistant
Miss E. A. Cleveland.....	"
Miss S. A. Barr.....	"
Mrs. A. Hoffman.....	"
Miss F. M. Sherman.....	"

CITY TRAINING SCHOOL.

Location.....South side Bush street, near Stockton.

Pupils registered, 232 ; average attendance, 208 ; percentage of attendance, 95½ ; monthly tuition of each pupil, \$1.70.

TEACHERS.

Mrs. A. E. DuBois.....	Principal.
Miss A. L. Gray.....	Assistant.
Miss A. B. Earle.....	"
Miss S. H. Earle.....	"

LINCOLN GRAMMAR SCHOOL.

Location.....East side Fifth street, near Market.

Pupils registered, 960 ; average attendance, 924 ; percentage of attendance, 97 ; number to each teacher, 44 ; monthly tuition of each pupil, \$1.80.

TEACHERS.

Bernhard Marks.....	Principal.
L. W. Reed.....	Sub Master.
W. A. Robertson.....	" "
Mrs. M. J. Sankey.....	Assistant.
Mrs. L. C. James.....	Assistant.
Mrs. M. W. Kincaid.....	"
Mrs. B. F. Moore.....	"
Mrs. E. F. Pearson.....	"
Miss M. E. Harrington.....	"
Miss M. Pascoe.....	"
Miss S. A. Field.....	"
Mrs. Abbie Baldwin.....	"
Miss C. L. Smith.....	"
Miss M. T. Kimball.....	"
Miss Grace Chalmers.....	"
Miss E. A. Shaw.....	"
Miss M. M. Guinness.....	"
Miss J. A. Forbes.....	"
Mrs. F. M. Pugh.....	"
Miss B. Roper.....	"
Miss M. V. M. Whigham.....	"
Mrs. L. M. F. Wanzer.....	"

DENMAN GRAMMAR SCHOOL.

Location.....Northwest corner of Bush and Taylor streets.

Pupils registered, 676; average attendance, 630; percentage of attendance, $96\frac{7}{10}$; number to each teacher, 40; monthly tuition of each pupil, \$2.14.

TEACHERS.

John Swett	Principal.
Mrs. E. M. Baumgardner.....	Head Assistant.
Miss C. M. Pattee.....	Assistant.
Miss N. A. Doud.....	"
Miss Jessie Smith.....	"
Miss C. C. Bowen.....	"
Miss A. T. Kenny.....	"
Mrs. E. P. Bradley.....	"
Miss S. P. Lillie.....	"
Miss M. J. Little.....	"
Miss A. T. Flint.....	"
Miss L. L. Gummer.....	"
Miss Lottie McKean.....	"
Miss K. B. Childs.....	"
Miss E. B. Barnes.....	"
Mrs. L. A. K. Clappe.....	"

RINCON GRAMMAR SCHOOL.

Location....Vassar Place, leading from Harrison street, between Second and Third.

Pupils registered, 543; average attendance, 500; percentage of attendance, 98; number to each teacher, 39; monthly tuition of each pupil, \$2.15.

TEACHERS.

Ebenezer Knowlton	Principal.
Miss H. M. Thompson.....	Head Assistant.
Miss M. E. Stowell.....	Assistant.
Miss S. D. Prescott.....	"

Miss Margaret Wade.....	Assistant.
Miss L. B. Easton.....	"
Miss A. M. Dore.....	"
Mrs. L. G. Knowlton.....	"
Miss Sadie Davis.....	"
Miss C. D. Trask.....	"
Miss A. C. Robertson.....	"
Miss Clara Bucknam.....	"
Miss L. S. Swain.....	"

BROADWAY GRAMMAR SCHOOL.

Location.....North side of Broadway, between Powell and Mason streets.

Pupils registered, 520 ; average attendance, 474 ; percentage of attendance, 94 ; number to each teacher, 40 ; monthly tuition of each pupil, \$2.18.

TEACHERS.

Noah F. Flood.....	Principal.
Miss Maggie McKenzie.....	Head Assistant.
Miss Fannie Soule.....	Assistant.
Miss E. M. Tibby.....	"
Miss Phebe Palmer.....	"
Miss M. A. Ward.....	"
Mrs. B. M. Hurlbut.....	"
Miss S. A. Kelly.....	"
Mrs. E. J. Elliot.....	"
Miss M. A. Haswell.....	"
Miss Mary Solomon.....	"
Miss S. B. Cooke.....	"

SOUTH COSMOPOLITAN GRAMMAR SCHOOL.

Location.....North side of Post street, between Dupont and Stockton.

Pupils registered, 359 ; average attendance, 317 ; percentage of attendance, 93 ; number to each teacher, 32 ; monthly tuition of each pupil, \$3.07.

TEACHERS.

H. N. Bolander.....	Principal.
Miss L. T. Fowler.....	General Assistant
Mrs. Louise Dejarlais.....	Assistant.
Mrs. A. H. Hamill.....	"
Jules Caire.....	Sub Master.
Miss E. LeB. Gunn.....	Assistant.
Mrs. Emily Foster.....	"
Miss Nellie Owens.....	"
Dr. James Wiedemann.....	"
Miss Lizzie McCollam.....	"

UNION' GRAMMAR SCHOOL.

Location.....North side of Union street, between Montgomery and Kearny.

Pupils registered, 454; average attendance, 417; percentage of attendance, 95½; number to each teacher, 42; monthly tuition of each pupil, \$2.14.

TEACHERS.

Philip Prior.....	Principal.
Miss Agnes Chalmers.....	Head Assistant.
John Fox.....	Sub Master.
Miss Sallie Fox.....	Assistant.
Miss Sarah Mayers.....	"
Miss Annie E. Hucks.....	"
Miss N. S. Baldwin.....	"
Miss Lizzie White.....	"
Miss Maggie Watson.....	"
Miss E. G. Grant.....	"

WASHINGTON GRAMMAR SCHOOL.

LocationSouthwest corner of Mason and Washington streets.

Pupils registered, 430; average attendance, 403; percentage of attendance, 93; number to each teacher, 40; monthly tuition of each pupil, \$2.19.

TEACHERS.

L. D. Allen.....	Principal.
Mrs. L. G. Deetkin.....	Head Assistant.
Albert Lyser.....	Sub Master.
Miss Jean Parker.....	Assistant
Miss S. A. Joseph.....	“
Miss Carrie Barlow.....	“
Miss Rebecca O. Skinner.....	“
Miss Carrie M. Chase.....	“
Mrs. L. Silvester.....	“
Miss Nellie Holbrook.....	“

SPRING VALLEY GRAMMAR SCHOOL.

Location.....South side of Broadway, between Larkin and Polk streets.

Pupils registered, 464; average attendance, 447; percentage of attendance, 96½; number to each teacher, 45; monthly tuition of each pupil, \$2.05.

TEACHERS.

Prof. W. J. G. Williams.....	Principal.
Joseph O'Connor.....	Sub Master.
Miss Carrie P. Field.....	Head Assistant.
Miss Mary Murphy.....	Assistant.
Miss Frances Simon.....	“
Miss A. P. Fink.....	“
Miss E. Goldsmith.....	“
Miss A. E. Stevens.....	“
Miss A. C. Gregg.....	“
Miss Georgia Morton.....	“

MISSION GRAMMAR SCHOOL.

Location....West side of Mission, between Fifteenth and Sixteenth streets.

Pupils registered, 671; average attendance, 609; percentage of attendance, 94; number to each teacher, 51; monthly tuition of each pupil, \$1.79.

TEACHERS.

Mr. E. D. Humphrey.....	Principal.
Mrs. F. E. Reynolds.....	Head Assistant.
John A. Moore.....	Sub Master.
Mrs. E. H. B. Varney.....	Assistant.
Miss Maria O'Connor.....	"
Miss A. A. Rowe.....	"
Miss Jennie Greer.....	"
Miss Louisa Lacey.....	"
Miss Anita Ciprico ...	"
Mrs. E. D. Humphrey.....	"
Miss Katie McFadden	"
Miss Julia A. Hutton.....	"

SHOTWELL-STREET GRAMMAR SCHOOL.

Location.....East side of Shotwell, between Twenty-second and Twenty-third streets.

Pupils registered, 677; average attendance, 578; percentage of attendance, 94 $\frac{4}{10}$; number to each teacher, 44; monthly tuition of each pupil, \$1.89.

TEACHERS.

Silas A. White.....	Principal.
Miss A. A. Hill.....	Head Assistant.
M. M. Scott	Sub Master.
Miss Bessie Hallowell.....	Assistant.
Miss Hattie L. Wooll.....	"
Miss Mary Little.....	"
Mrs. S. M. Whittemore.....	"
Miss L. Templeton	"
Miss Mary E. Bennett	"
Miss Julia O'Brien.....	"
Miss A. H. Giles.....	"
Mrs. E. M. Carlisle.....	"
Miss E. Solomon.....	"

NORTH COSMOPOLITAN SCHOOL.

Location.....North side of Filbert street, between Jones and Taylor.

Pupils registered, 579; average attendance, 519; percentage of attendance, $94\frac{1}{2}$; number to each teacher, 47; monthly tuition of each pupil, \$1.70.

TEACHERS.

Miss Kate Kennedy.....	Principal.
Miss F. Mitchell.....	Head Assistant.
Miss R. Levinson.....	Assistant.
Miss A. Wells.....	"
Miss A. T. Campbell.....	"
Madame B. Chapuis.....	"
Miss Mary Humphreys.....	"
Miss Ada Flowers.....	"
Miss B. Brockman.....	"
Miss Mary Hart.....	"
Mr. A. Solomon.....	General Assistant.

TENTH-STREET SCHOOL.

Location.....West side Tenth street, between Howard and Folsom.

Pupils registered, 698; average attendance, 629; percentage of attendance, 96; number to each teacher, 48; monthly tuition of each pupil, \$1.57.

TEACHERS.

Dr. J. Phelps.....	Principal.
Mrs. M. Deane.....	Assistant.
Miss K. M. Galvin..	"
Miss F. M. Byrnes.....	"
Miss M. J. E. Palmer.....	"
Miss M. A. Hassett.....	"
Miss Cornelia Swain.....	"
Miss Mary Ahern.....	"
Mrs. M. Lowe.....	"
Miss S. L. Brown.....	"
Miss Lizzie O'Callaghan.....	"
Miss Jennie Glasgow.....	"
Miss Jennie E. Dowling.....	"

SOUTH SAN FRANCISCO SCHOOL.

Location.....South San Francisco, near Railroad avenue.

Pupils registered, 178; average attendance, 160; percentage of attendance, $94\frac{1}{2}$; number to each teacher, 53, monthly tuition of each pupil, \$2.03.

TEACHERS.

W. J. Gorman.....	Principal.
Miss H. Fairchild	Assistant.
Miss M. J. O'Neil.....	"
Miss Sarah J. Boyle.....	"

TEHAMA PRIMARY SCHOOL.

Location.....South side Tehama street, near First.

Pupils registered, 854; average attendance, 758; percentage of attendance, $92\frac{4}{10}$; number to each teacher, 45; monthly tuition of each pupil, \$1.65.

TEACHERS.

Mrs. E. A. Wood	Principal.
Miss H. A. Lyons.....	Assistant.
Mrs. S. N. Joseph.....	"
Miss L. M. Soule.....	"
Miss M. F. Smith.....	"
Miss F. A. E. Nichols.....	"
Miss J. M. Gelston.....	"
Miss H. A. Grant.....	"
Miss S. H. Whitney.....	"
Miss A. S. Ross.....	"
Miss E. White.....	"
Miss E. Gallagher.....	"
Miss H. G. Soule.....	"
Miss M. Hall.....	"
Miss S. J. Hall.....	"
Miss S. A. Mowry.....	"
Miss F. T. Clapp.....	"

LINCOLN PRIMARY SCHOOL.

Location.....Southeast corner of Market and Fifth streets.

Pupils registered, 692; average attendance, 565; percentage of attendance, 93 $\frac{4}{10}$; number to each teacher, 43; monthly tuition of each pupil, \$1.73.

TEACHERS.

Miss Kate Sullivan.....	Principal.
Miss Nellie A. Littlefield.....	Assistant.
Miss C. McLean.....	"
Miss M. A. Salisbury.....	"
Mrs. M. A. Woodworth.....	"
Miss C. L. Hunt.....	"
Miss Bessie Molloy.....	"
Miss Fannie Holmes.....	"
Miss G. A. Garrison.....	"
Miss Kate McLaughlin.....	"
Miss M. L. Jordan.....	"
Miss Laura Hopkins.....	"
Miss L. A. Clegg.....	"

FOURTH-STREET PRIMARY SCHOOL.

Location.....Northwest corner of Fourth and Clary street.

Pupils registered, 534; average attendance, 498; percentage of attendance, 95; number to each teacher, 45; monthly tuition of each pupil, \$1.56.

TEACHERS.

Mrs. L. A. Morgan.....	Principal.
Miss A. Gibbons.....	Assistant.
Mrs. C. Holden.....	"
Miss M. A. Stincen.....	"
Miss R. F. Ingraham.....	"
Miss E. McKie.....	"
Miss T. J. Carter.....	"
Miss J. B. Brown.....	"
Miss H. J. Estabrook.....	"
Miss Belle Wheaton.....	"
Miss C. Carter.....	"

SOUTH COSMOPOLITAN PRIMARY SCHOOL.

Location.....North side of Post, between Dupont and Stockton streets.

Pupils registered, 482; average attendance, 434; percentage of attendance, 95; number to each teacher, 43; monthly tuition of each pupil, \$1.70.

TEACHERS.

Miss Minna Graf.....	Principal.
Miss Grace Smith.....	Assistant.
Miss Lizzie Wells.....	"
Miss S. S. Knapp.....	"
Miss E. Siegemann.....	"
Miss A. Joice.....	"
Miss Sarah Miller.....	"
Miss Adele Koehncke.....	"
Miss C. Dorsch.....	"
Miss C. Polemann.....	"

BUSH-STREET COSMOPOLITAN SCHOOL.

Location.....Southeast corner of Bush and Stockton streets.

Pupils registered, 500; average attendance, 463; percentage of attendance, 94 $\frac{3}{10}$; number to each teacher, 46; monthly tuition of each pupil, \$1.60.

TEACHERS.

Miss M. E. D'Arcy.....	Principal.
Mrs. Josephine Lloyd.....	Assistant
Miss M. T. Howard.....	"
Miss C. E. Campbell.....	"
Miss I. Whitney.....	"
Miss M. A. Castellhun.....	"
Mr. L. Michaelson.....	"
Miss A. Goldstein.....	"
Miss Nellie O'Loughlin.....	"
Miss E. M. Dames.....	"

MASON-STREET COSMOPOLITAN PRIMARY SCHOOL.

Location.....East side of Mason street, between Post and Geary.

Pupils registered, 342; average attendance, 290; percentage of attendance, 91 $\frac{8}{10}$; number to each teacher, 48; monthly tuition of each pupil, \$1.50.

TEACHERS.

Mrs. M. Dupuy.....	Principal.
Miss V. Conlon.....	Assistant.
Miss S. M. Gunn.....	"
Miss S. E. Duff.....	"
Miss Flora Wiehe....	"
Miss Blanche Hirth.....	"

GREENWICH-STREET COSMOPOLITAN PRIMARY SCHOOL.

Location.....South side of Greenwich street, between Jones and Leavenworth.

Pupils registered, 444, average attendance, 371; percentage of attendance, 93; number to each teacher, 46; monthly tuition of each pupil, \$1.52.

TEACHERS.

Mrs. Wm. R. Duane.....	Principal.
Miss Naomie Hoy.....	Assistant.
Miss L. Erichson.....	"
Miss K. M. Donovan.....	"
Miss K. F. McColgan.....	"
Miss E. M. Tiebout.....	"
Miss Rose Bleibel.....	"
Miss M. S. Turnbull.....	"

POWELL-STREET PRIMARY SCHOOL.

Location.....West side of Powell street, between Jackson and Washington.

Pupils registered, 482; average attendance, 443; percentage of attendance, 95; number to each teacher, 55; monthly tuition of each pupil, \$1.38.

TEACHERS.

Miss C. V. Benjamin	Principal.
Miss L. W. Burwell	Assistant.
Miss L. A. Winn	"
Miss S. E. Thurton	"
Miss M. C. Robertson	"
Mrs. E. S. Forester	"
Mrs. M. E. Raymond	"
Mrs. H. V. Shipley	"

UNION PRIMARY SCHOOL.

Location.....Northwest corner of Filbert and Kearny streets.

Pupils registered, 479; average attendance, 419; percentage of attendance, 92⁹/₁₀; number to each teacher, 46; monthly tuition of each pupil, \$1.59.

TEACHERS.

Mrs. A. Griffith	Principal.
Miss E. Overend	Assistant.
Miss L. Solomon	"
Miss A. Stincen	"
Miss H. Featherly	"
Miss E. O. Capprise	"
Miss C. Younger	"
Miss E. McEwen	"
Miss A. Cherry	"

SILVER-STREET PRIMARY SCHOOL.

Location.....North side of Silver street, between Second and Third.

Pupils registered, 606; average attendance, 530; percentage of attendance, 94¹/₁₀; number to each teacher, 53; monthly tuition of each pupil, \$1.52.

TEACHERS.

Miss Jennie Smith	Principal.
Miss C. G. Dolliver	Assistant.
Mrs. T. M. Sullivan	"

Miss J. T. Doran.....	Assistant
Miss I. E. Dickens.....	"
Miss I. Gallagher.....	"
Miss F. Ames.....	"
Miss E. Dolliver.....	"
Miss Mary Gallagher.....	"
Miss S. R. Hart.....	"

MISSION AND MARY-STREET PRIMARY SCHOOL.

Location.....Corner of Mission and Mary streets.

Pupils registered, 257; average attendance, 228; percentage of attendance, $94\frac{6}{10}$; number to each teacher, 45; monthly tuition of each pupil, \$1.53.

TEACHERS.

Mrs. C. H. Stout.....	Principal.
Mrs. C. B. Jones.....	Assistant.
Miss Carrie Menges.....	"
Mrs. F. Bjerremark.....	"
Miss A. Fittig.....	"

MISSION-STREET PRIMARY SCHOOL.

Location.....S. side Mission street, between Fifth and Sixth.

Pupils registered, 320; average attendance, 279; percentage of attendance, $90\frac{2}{10}$; number to each teacher, 56; monthly tuition of each pupil, \$1.53.

TEACHERS.

Miss A. M. Manning.....	Principal.
Miss M. A. Lawless.....	Assistant.
Miss A. J. Hall.....	"
Miss Ellen Hodges.....	"
Miss M. P. Carpenter.....	"

PINE AND LARKIN-STREET PRIMARY SCHOOL.

Location.....Southwest corner Pine and Larkin streets.

Pupils registered, 636, average attendance, 565; percentage of attendance, $91\frac{8}{10}$; number to each teacher, 43; monthly tuition of each pupil, \$1.86.

TEACHERS.

Miss Hannah Cooke.....	Principal.
Miss A. B. Chalmers.....	Assistant.
Miss Kate Bonnell.....	"
Miss M. E. Savage.....	"
Miss A. B. Sawyer.....	"
Miss F. M. Benjamin.....	"
Miss Mattie Ritchie.....	"
Miss D. Hymann.....	"
Miss L. A. Humphreys.....	"
Miss B. A. Kelly.....	"
Miss M. F. Metcalf.....	"
Miss Mary Corkery.....	"
Miss Kate Casey.....	"

EIGHTH-STREET PRIMARY SCHOOL.

Location.....East side of Eighth street, between Harrison and Bryant streets.

Pupils registered, 577; average attendance, 531; percentage of attendance, 95; number to each teacher, 47; monthly tuition of each pupil, \$1.55.

TEACHERS.

Miss A. E. Slavan.....	Principal.
Miss S. E. Frissell.....	Assistant.
Miss S. C. Johnson.....	"
Mrs. A. Wright.....	"
Miss E. Donovan.....	"
Miss K. E. Gorman.....	"
Miss E. F. Hassett.....	"
Miss M. E. Perkins.....	"
Miss M. A. Brady.....	"
Miss R. Paul.....	"
Miss M. Lloyd.....	"

HAYES VALLEY PRIMARY SCHOOL.

Location.....North side of Grove street, between Franklin and Gough.

Pupils registered, 238; average attendance, 222; percentage of attendance, 96 $\frac{2}{3}$; number to each teacher, 55; monthly tuition of each pupil, \$1.43.

TEACHERS.

Miss P. M. Stowell.....	Principal.
Miss F. E. Stowell.....	Assistant.
Miss H. P. Burr.....	“
Miss K. A. O'Brien.....	“

HAYES-STREET PRIMARY SCHOOL.

Location.....South side Hayes street, near Laguna.

Pupils registered, 111 ; average attendance, 97 ; percentage of attendance, 94 ; number to each teacher, 48 ; monthly tuition of each pupil, \$1.62.

TEACHERS.

Miss Mary Williams.....	Principal.
Mrs. L. M. Covington.....	Assistant.

SPRING VALLEY PRIMARY SCHOOL.

Location.....South side Union street, between Franklin and Gough.

Pupils registered, 230 ; average attendance, 199 ; percentage of attendance, 91 $\frac{7}{10}$; number to each teacher, 47 ; monthly tuition of each pupil, \$1.42.

TEACHERS.

Miss J. M. A. Hurley.....	Principal.
Miss Susie McInerny.....	Assistant.
Miss Marian Stokum.....	“
Miss Eureka Bonnard.....	“

DRUMM-STREET PRIMARY SCHOOL.

Location.....Northeast corner of Sacramento and Drumm streets.

Pupils registered, 135 ; average attendance, 116 ; percentage of attendance, 93 ; number to each teacher, 39 ; monthly tuition of each pupil, \$1.82.

TEACHERS.

Miss A. M. Murphy.....	Principal.
Miss M. I. Brumley.....	Assistant.
Miss A. Hopkins.....	“

POTRERO SCHOOL.

Location.....Southwest corner of Kentucky and Napa streets.

Pupils registered, 101; average attendance, 88; percentage of attendance, $95\frac{4}{10}$; number to each teacher, 44; monthly tuition of each pupil, \$2.00.

TEACHERS.

Miss A. S. Jervett.....Principal.
Mrs. M. Hastings.....Assistant.

PINE-STREET SCHOOL.

Location.....North side Pine street, between Scott and Devisadero.

Pupils registered, 87; average attendance, 77; percentage of attendance, 91; number to each teacher, 38; monthly tuition of each pupil, \$2.04.

TEACHERS.

Miss Ellen Cushing.....Principal.
Miss A. F. Sprague.....Assistant.

TYLER-STREET SCHOOL.

Location.....North side Tyler, between Pierce and Scott streets.

Pupils registered, 232; average attendance, 190; percentage of attendance, $89\frac{7}{10}$; number to each teacher, 47; monthly tuition of each pupil, \$1.49.

TEACHERS.

Miss M. J. Bragg.....Principal.
Mrs. L. Allen.....Assistant.
Miss Annie Dowling.....“
Miss Maggie Smith.....“

WEST END SCHOOL.

Location.....Near Six Milo House.

Pupils registered, 40; average attendance, 34; percentage of attendance, 89; monthly tuition of each pupil, \$2.44.

Chas. F. True.....Principal.

SAN BRUNO SCHOOL.

Location.....San Bruno Road, near toll-gate.

Pupils registered, 105; average attendance, 87; percentage of attendance, 92; number to each teacher, 46; monthly tuition of each pupil, \$1.71.

TEACHERS.

Miss M. Sears.....Principal.
Mrs. E. C. MarcusAssistant.

OCEAN HOUSE SCHOOL.

Location.....Near Ocean House.

Pupils registered, 21; average attendance, 18; percentage of attendance, 95; monthly tuition of each pupil, \$4.62.

Wellington GordonPrincipal.

LAGUNA HONDA.

Pupils registered, 31; average attendance, 28; percentage of attendance, 93; monthly tuition of each pupil, \$2.94.

Miss Jennie Stanford.....Principal.

FAIRMOUNT SCHOOL.

Location.....Fairmount Tract.

Pupils registered, 137; average attendance, 73; percentage of attendance, 87⁵/₁₀; number to each teacher, 36; monthly tuition of each pupil, \$2.00.

TEACHERS.

W. W. Holder.....Principal.
Miss Mary H. Smith.....Assistant.

COLORED SCHOOL.

Location.....Northwest corner of Taylor and Vallejo streets.

Pupils registered, 70; average attendance, 60; percentage of attendance, 89⁵/₁₀; number to each teacher, 30; monthly tuition of each pupil, \$3.04.

TEACHERS.

Mrs. Georgia Washburn.....	Principal.
Miss Adrianna Beers.....	Assistant.

CHINESE SCHOOL.

Location.....North side of Powell, between Jackson and Washington streets.

Pupils registered, 31 ; average attendance, 25 ; percentage of attendance, 83 ; monthly tuition of each pupil, \$3.20.

B. Lanctot.....	Principal.
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SPECIAL TEACHERS.

Truman Crossett.....	Teacher of Music.
W. D. Murphy.....	“ “
Washington Elliot.....	“ “
Hubert Burgess.....	Teacher of Drawing.
P. A. Garin.....	“ “
Mrs. J. E. Benton.....	“ “

REAL ESTATE OF THE SCHOOL DEPARTMENT.

LOTS DEEDED BY THE COMMISSIONERS OF THE FUNDED DEBT.

- Fifty vara lot No. 301, corner of Bush and Stockton streets.
- Fifty vara lot No. 462, corner of Kearny and Filbert streets.
- Fifty vara lot No. 663, corner of Vallejo and Taylor streets.
- One hundred vara lot No. 128, corner of Market and Fifth streets.
- Lot on Fourth street, 80 feet by 125 feet, portion of one hundred vara No. 174, corner Harrison and Fourth streets.

LOTS OBTAINED BY EXCHANGE.

- Fifty vara lot No. 482, on Greenwich street, received in exchange for fifty vara lot No. 695, corner of Stockton and Francisco streets.
- Inner portion of one hundred vara lot No. 76, fronting on Vassar Place, Harrison street, near Second street (100 by 180 feet), obtained in exchange for fifty vara lot No. 732, corner of Fremont and Harrison streets.
- Part of one hundred vara lot No. 274, 115 feet on Eighth street by 275 feet deep, received in exchange for one hundred vara lot No. 258, corner of Folsom and Seventh streets.

Part of fifty vara lot No. 167, on Broadway near Powell street ($69\frac{1}{4}$ by $137\frac{1}{2}$), received in exchange for portion of one hundred vara lot No. 174, corner of Fourth and Harrison streets.

Part of fifty vara lot No. 581, 70 feet on Post street, between Dupont and Stockton streets, received in exchange for portion of one hundred vara lot No. 174, corner of Fourth and Harrison streets.

Lot 100 feet on Tyler street by $137\frac{1}{2}$ feet deep, in block 433, between Pierce and Scott streets, for lot No. 2, block 431, Western Addition.

LOTS OBTAINED BY PURCHASE.

Fifty vara lot No. 418, on Union, near Montgomery street.

One half of fifty vara lot No. 121, on Powell, near Clay street.

Lot on Mission street, 200 by 182, in block 35.

Part of fifty vara lot No. 1,320, $97\frac{1}{2}$ feet on Bush street by $137\frac{1}{2}$ feet deep.

One half of fifty vara lot No 159, on Powell near Jackson.

Fifty vara No. 602, corner of Mason and Washington streets.

Fifty vara No. 1,023, corner of Bush and Taylor streets.

Lot on Broadway street, $39\frac{3}{4}$ by $91\frac{1}{2}$; portion of fifty vara lot on the northwest corner of Powell and Broadway streets.

Lot on Tehama street, 28 by 75 feet, commencing at the southerly line of Tehama street, at point distant 297 feet westerly from the southwest corner of First and Tehama streets.

Lot on Tehama street, 90 by 75 feet, numbered on the official map of the City of San Francisco as lots Nos. 46 and 47 of the one hundred vara lot survey.

Lot on Kentucky street, 50 by 100 feet, commencing at a point on the westerly line of Kentucky street, distant one hundred feet southerly from the southwest corner of Kentucky and Napa streets.

Lot on Chenery street, 62 by 125 feet, commencing at a point on the east line of Chenery street, distant northerly 200 feet from the northerly corner of Randall and Chenery streets.

Also, lot on the San Jose Railroad, 62 by 175 feet, commencing at a point on the westerly line of the San Jose Railroad, distant 183 feet northerly from the northwest corner of Randall street and the San Jose Railroad.

Lot on Chenery street, 50 by 125 feet, being known as lot No. 8, in block 29, as laid down upon the map of the Fairmount Tract, San Miguel Ranch.

Lot on Silver street, 44 by 70 feet, commencing at a point on the northwesterly line of Silver street, distant 112 feet from the northwesterly corner of Silver and Second streets.

Lot on the corner of Pine and Larkin streets, 200 by 120 feet, portion of block 14, Western Addition.

Lot on Clay street, near Powell, 26 2-12 by 75 feet, adjoining Boys' High School lot on the north.

Lot on Silver street, commencing on the northwesterly line of Silver street, 176 feet southwesterly from southwesterly line of Second street, thence southwesterly 24 by 70 feet.

Lot on Silver street, commencing at a point on the northwesterly line of Silver street, distant 156 feet southwesterly from the intersection of said line of Silver street with southwesterly line of Second street, thence southwesterly 20 by 70 feet.

Lot on the north side of Broadway, 30 by 91 8-12 feet, commencing 107½ feet west from the northwest corner of Powell and Broadway.

Lot on south side Fourteenth avenue, commencing at a point on the southerly line of Fourteenth avenue, 75 feet from westerly line of L street, 75 by 100 feet, being lot No. 2, block 289, South San Francisco Homestead Association; purchased of Wm. H. Bryan.

Lot on Eighth street, commencing on the northeasterly line of Eighth street, distant southeasterly 250 feet from the easterly corner of Eighth and Harrison streets, 25 by 165 feet, being portion of 50 vara lot No. 275; purchased of Alvinzo Hayward.

Lot on the north side of Broadway, 68¾ by 137½ feet, commencing on the northerly line of Broadway street, distant 137½ feet westerly from westerly line of Sansome street, being one-half of 50 vara lot 198; purchased of Alfred DeWitt.

Lot on McAllister street, commencing at a point on the north line of McAllister street, distant 137½ feet westerly from northwesterly corner of McAllister and Franklin streets, 87½ by 137½ feet, being part of fifty vara No. 2, block 136, Western Addition; purchased of Louis E. Ritter.

LOTS OBTAINED BY DONATION.

Nos. 13, 14, 15, 16, 26, 27 and 28, in block No. 85, Potrero Nuevo. Donated by Geo. Treat.

No. 4, in block No. 23, Bernal Ranch, 200 by 125 feet, West End Map No. 2, County Road. Donated by Harvey S. Brown.

Lot on the southwest corner of Kentucky and Napa streets, 100 by 100 feet, Potrero. Donated by Robert Dyson, J. W. Raymond, J. Ward, Samuel Gilmore, James R. Riddle and C. G. Eaton.

Lots 39, 40, 51, 52, subdivisions of lots 247, 248, 249, 250, 251, 252, 253, Precita Valley Lands, on Adam street, near Eve street, 50 by 131 feet. Donated by Vitus Wackenreuder.

Lot on Vermont street, 120 by 200 feet, being a portion of block No. 127, Potrero Nuevo. Donated by Nathan Porter, E. D. Sawyer and John Bensley.

Lot on Filbert street, between Taylor and Jones, 100 feet front, portion of fifty vara lot No. 446. Donated to School Department by the Board of Supervisors.

Lot on Shotwell street, 122½ by 122½ feet, between Twenty-second and Twenty-third streets. Donated by John Center.

Lot on Montana street, 200 by 120 feet, known as lot No. 4, block W, upon a certain map marked "Map of Lands of the Railroad Homestead Association." Donated by Association.

Lot on south side of Fourteenth avenue, 75 by 100 feet, commencing at the west corner of Fourteenth avenue, at L street, being lot No. 1, block 289, South San Francisco; donated by James Atkinson.

LOTS OBTAINED BY VAN NESS ORDINANCE.

In Mission Blocks—

- Fifty vara lot in block No. 8.
- Fifty vara lot in block No. 21.
- Fifty vara lot in block No. 34.
- Fifty vara lot in block No. 61.
- Fifty vara lot in block No. 93.
- Fifty vara lot in block No. 104.

In Western Addition—

- Fifty vara lot No. 2, in block No. 3.
- Fifty vara lot No. 6, in block No. 14.
- Fifty vara lot No. 5, in block No. 21.
- Fifty vara lot No. 5, in block No. 29.
- Fifty vara lot No. 2, in block No. 62.
- Fifty vara lot No. 5, in block No. 111.
- Fifty vara lot No. 5, in block No. 117.
- Fifty vara lot No. 5, in block No. 123.
- Part of fifty vara lot No. 2, in block No. 136, 50x137½ feet.
- Fifty vara lot No. 2, in block No. 158.
- Fifty vara lot No. 2, in block No. 281.
- Fifty vara lot No. 2, in block No. 318.
- Fifty vara lot No. 2, in block No. 325.
- Fifty vara lot No. 6, in block No. 374.
- Fifty vara lot No. 2, in block No. 419.
- Fifty vara lot No. 2, in block No. 460.
- Fifty vara lot No. 2, in block No. 465.

In Potrero Nuevo—

- Lot in block No. 39, 100 by 200 feet.
- Lot in block No. 46, 100 by 200 feet.
- Lot in block No. 163, 100 by 200 feet.

SCHOOL LOTS WEST OF FIRST AVENUE TO THE OCEAN.

The size of each lot is 150 by 240 feet, running from east and west through the centre of the block, having a frontage of 150 feet on each street.

No. of Block in which each lot is situated.	No. of Block in which each lot is situated.	No. of Block in which each Lot is situated.	No. of Block in which each Lot is situated.	No. of Block in which each Lot is situated.	No. of Block in which each Lot is situated.
673	780	873	792	975	1209
678	872	963	696	1056	1276
375	957	1044	357	1132	418
278	1038	1120	260	1203	242
176	1114	1191	158	248	339
867	1186	1258	407	345	714
775	395	1264	152	708	810
953	164	1197	254	804	902
170	266	1126	351	869	987
272	263	1050	702	981	1068
369	690	969	798	1062	1215
684	786	884	890	1138	1146

LOTS BETWEEN FIRST AVENUE AND THE OLD CHARTER LINE. EACH LOT IS FIFTY VARA IN SIZE.

In block 523, on Page street, between Baker and Broderick streets.

In block 530, on McAllister street, between Baker and Broderick streets.

In block 541, on Sacramento street, between Baker and Broderick streets.

In block 546, on Pacific street, between Baker and Broderick streets.

In block 553, on Lombard street, between Baker and Broderick streets.

In block 657, on Haight street, between Lott street and Masonic avenue.

LOTS IN MISSION SURVEY, WEST OF POTRERO AVENUE.

Lot, 117½ by 150 feet, on Mission street, between Twenty-fifth and Twenty-sixth streets, in block No. 183.

Lot, 150 by 245 feet on Valencia and Bartlett streets, between Twenty-second and Twenty-third streets, in block No. 136.

Lot, 150 by 200 feet on Bryant and York streets, between Twenty-second and Twenty-third streets, in block No. 147.

Lot, 150 by 200 feet on Bryant and Columbia streets, between Twenty-fifth and Twenty-sixth streets, in block 178.

LOTS EAST OF POTRERO AVENUE TO BAY.

Potrero Survey, size of lots 150 by 200 feet. In blocks 373, 287, 265, 254, 226, 149, 122.

RECAPITULATION.

Number of School Lots west of First avenue, 73.

Number of School Lots between First avenue and Charter Line, 6.

Number of School lots in Mission Survey, 4.

Number of School lots in Potrero Survey, 7.

DEPARTMENT OF COMMON SCHOOLS,

CITY AND COUNTY OF SAN FRANCISCO.

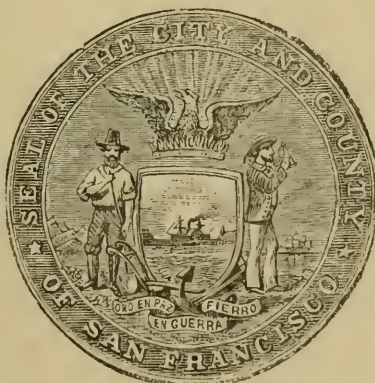
EIGHTEENTH ANNUAL REPORT

OF THE

Superintendent of Common Schools,

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1871.



SAN FRANCISCO:

CUBERY & COMPANY, BOOK, JOB AND ORNAMENTAL PRINTERS,
536 MARKET STREET, JUST BELOW MONTGOMERY.

1871.



REPORT

OF THE

SUPERINTENDENT OF COMMON SCHOOLS.

OFFICE OF THE SUPERINTENDENT OF COMMON SCHOOLS, }
San Francisco, July 1, 1871. }

*To the Honorable, the Board of Supervisors
Of the City and County of San Francisco :*

GENTLEMEN—I herewith submit to you the following report of the finances and the educational condition of the School Department for the School and Fiscal Year ending June 30, 1871 :

SUMMARY OF SCHOOL STATISTICS.

I. POPULATION AND SCHOOL CENSUS.

Population of the city (U. S. Census, 1870).....	150,005
Children under 15 years of age (school census, 1871)..	46,610
Children between 5 and 15 years of age entitled to State apportionment of School Fund.....	28,530

Children between 6 and 15 years of age (legal school age).....	26,034
Average number attending Public Schools.....	18,807
Number attending Private and Church Schools, as reported by Census Marshals.....	4,824
Whole number attending School.....	23,631
Approximate number not attending any school.....	2,403

II. SCHOOLS.

SCHOOLS.	1869-70.	1870-71.
High.....	2	2
Grammar.....	10	13
Primary.....	36	32
Totals.....	48	47

III. BUILDINGS.

BUILDINGS.	1870-71.
Owned by the Department.....	44
Rented rooms.....	43

IV. TEACHERS.

SCHOOLS.	1869-70.	1870-71.
High.....	12	14
Grammar.....	98	108
Primary.....	231	264
Evening.....	22	21
Special Teachers of Music and Drawing.....	5	6
Special Teachers, French and German.....	3	3
Totals.....	371	416

V. CLASSES.

SCHOOLS.	1869-70.	1870-71.
High.....	12	12
Grammar Grades.....	82	93
Primary Grades.....	222	252
Totals	316	357

VI. PUPILS.

AVERAGE MONTHLY ENROLLMENT.	1869-70.	1870-71.
High Schools.....		341
Grammar Schools		4,572
Primary Schools.....		13,894
Total.....		18,807

AVERAGE NUMBER BELONGING TO	1869-70.	1870-71.
High Schools	303	329
Grammar Schools.....	3,911	4,342
Primary Schools.....	11,527	12,749
Totals.....	15,741	17,420

AVERAGE DAILY ATTENDANCE.	1869-70.	1870-71.
High Schools.....	283	319
Grammar Schools	3,740	4,145
Primary Schools.....	10,769	11,918
Totals.....	14,792	16,382

EVENING SCHOOLS.	1869-70.	1870-71.
Average monthly enrollment.....		873
Average number belonging.....		699
Average attendance.....	503	596

VII. EXPENDITURES.

SALARIES, RENTS, ETC.	1869-70.	1870-71.
Salaries of Teachers.....	\$321,091 45	\$345,718 91
Rents of Buildings.....	13,868 50	13,617 60
Building Fund....	95,749 94	174,975 02
Incidentals	112,811 89	170,805 04
Totals.....	\$543,519 78	\$705,116 57

VIII. RECEIPTS.

FROM WHAT SOURCE RECEIVED.	1869-70.	1870-71.
State Apportionment.....	\$ 81,767 98	\$94,196 05
City Taxes.....	371,119 57	437,214 18
Other Sources.....	148,452 44	141,272 25
Totals.....	\$601,339 99	\$672,682 48

IX. MISCELLANEOUS.

Percentage of attendance on the average number belonging to—

High Schools.....	97
Grammar Schools.....	25.4
Primary Schools.....	93.4
Percentage of the average number belonging on the whole number of children between 6 and 15.....	70
Annual cost per Pupil; not including Building Fund.....	\$30 43
Annual cost for Tuition exclusively.....	19 83
Average number of Pupils to a regular Teacher, for the last month of the year—	
High Schools.....	00
Grammar Schools.....	43
Primary Schools.....	53
City Assessment Roll.....	\$106,000,000

COMMON SCHOOL REPORT.

7

Taxes collected on.....	\$97,000,000
Total amount of City Taxes	2,761,000
Amount of Current School Expenses.....	530,000

SCHOOL ATTENDANCE FOR APRIL, 1871.

SCHOOLS.	NUMBER ENROLLED.	AVERAGE NO. BELONGING.	AVERAGE DAILY ATTEND'E
Boys' High.....	125	121	119
Girls' High.....	187	185	180
Denman Grammar.....	714	690	664
Lincoln Grammar.....	726	698	671
Rincon Grammar.....	516	506	486
Washington Grammar.....	470	438	416
Union Grammar.....	467	439	412
Broadway Grammar.....	575	545	510
Spring Valley Grammar.....	562	521	501
Mission Grammar.....	617	590	563
South Cosmopolitan Grammar.....	655	624	591
North Cosmopolitan Grammar.....	591	557	528
Valencia Street Grammar.....	594	568	541
Eighth Street Grammar.....	886	831	794
South San Francisco Grammar.....	300	280	263
South Cosmopolitan Primary.....	533	508	477
Bush Street Cosmopolitan Primary.....	505	477	447
Mason Street Cosmopolitan Primary.....	389	361	340
Geary Street Cosmopolitan Primary.....	259	242	228
Tehama Primary.....	901	849	811
Fourth Street Primary.....	560	542	518
Greenwich Street Cosmopolitan Primary.....	524	485	458
Powell Street Primary.....	517	484	453
Lincoln Primary.....	871	799	766
Union Primary.....	505	565	440
Pine and Larkin Street Primary.....	641	586	554
Eighth Street Primary.....	668	596	559
Hayes Valley Primary.....	324	310	300
Mission and Mary Street Primary.....	284	258	239
Model.....	276	259	242
Market Street Primary.....	687	630	588
West End.....	57	52	47
Spring Valley Primary.....	232	213	195
San Bruno.....	89	86	82
Fairmount.....	91	90	79
Potrero.....	135	129	123
Pine Street Primary.....	88	83	78
Tyler Street Primary.....	283	259	238
Silver Street Primary.....	792	722	686
Broadway Primary.....	138	123	114
Laguna Honda.....	38	36	35
Hayes Street Primary.....	114	109	106
Shotwell Street Primary.....	478	452	425
Ocean House.....	35	30	29
Point Lobos.....	37	33	29
Evening.....	642	527	443
Colored.....	78	71	66

DETAILED STATEMENT OF THE FINANCES OF THE COMMON
SCHOOL DEPARTMENT FOR THE FISCAL YEAR, ENDING
JUNE 30, 1871.

SCHOOL FUND, 1870-71. RECEIPTS.

FROM WHAT SOURCE RECEIVED.	AMOUNTS.
From Taxes.....	\$437,214 18
From Poll Tax.....	1,577 25
From Dog Tax.....	879 00
From State Apportionment.....	94,196 05
From Fees from County Court.....	105 00
Total.....	\$533,971 48

DISBURSEMENTS.

	FIRST HALF-YEAR.	SECOND HALF-YEAR.	TOTALS.
Teachers' salaries.....	\$176,206 92	\$169,511 99	\$345,718 91
Janitors' salaries.....	12,348 25	11,824 48	24,172 73
Carpenter.....	900 00	355 00	1,255 00
Census Marshals.....	1,686 50	.....	1,686 50
Insurance.....	156 25	386 50	542 75
Fuel and Lights.....	3,970 73	3,125 09	7,095 82
Water.....	162 00	258 10	420 10
Repairs.....	22,181 92	6,721 95	28,903 87
Furniture.....	7,746 95	8,061 22	15,808 17
Books, Stationery, supplies, printing etc.	9,331 56	6,899 02	16,290 58
Rents.....	7,380 60	6,237 00	13,617 60
Incidental Expenses.....	3,431 58	4,082 78	7,514 36
Totals.....	\$245,563 26	\$217,463 13	\$463,026 39

Total demands audited 1870-71.....	\$463,026 39
Transfer to Sinking and Interest Fund.....	60,590 00
Demands audited 1869-70, but paid during the Fiscal Year 1870-71.....	6,525 16

Total expenditures..... \$530,141 55

Total receipts, 1870-71.....	\$533,971 48
Total disbursements.....	530,141 55

Cash on hand, July 1, 1871..... \$3,829 93

The total amount necessary, as estimated by the Committee on Finance to defray the expenses of the Public School Department for the past year, was \$522,500. The actual disbursements have therefore exceeded the estimated, by \$7,641.55.

Owing to the insufficiency of funds towards the close of the year, teachers and janitors received only one-half of their usual pay for the month of June, 1871, and were informed that, for obtaining the remaining half they would have to trust to the justice and liberality of the Legislature. The balance due teachers and janitors amounts in the aggregate to \$18,000.

SCHOOL FUND, SPECIAL. OR SCHOOL BUILDING FUND.

RECEIPTS.

Cash on hand July 1, 1871.....	\$88,591 82
Received from sale of bonds as follows :	
To Theodore Le Roy, 7 bonds at par.....	\$7,000 00
To M. Reese, 20 bonds, at 92.26.....	18,452 00
To A. Seligman, 43 bonds at 92.10.....	39,603 00
To Mr. Hochstadter, 31 bonds, at 92.07.....	28,451 70
To Mr. Glazier, 31 bonds, at 92.07.....	28,451 70
To M. Reese, 18 bonds, at 92.07.....	16,572 60
	<hr/> 138,711 00
Total number of bonds sold, 150; total receipts..	<hr/> \$227,302 82 <hr/>

DISBURSEMENTS.

HOW EXPENDED.	AMOUNTS.
For erection of three 18-class School-buildings, including extra work on same.....	\$75,078 27
For erection of Girl's High School-building, on Bush, near Hyde street; paid on account of contract.....	20,465 91
For erection of Broadway Primary School-building, including extra work.....	14,796 05
For re-building Lincoln Grammar School; paid on account.....	13,260 09
For erection of Point Lobos School-building.....	5,919 75
For additions and alterations to Potrero School-building.....	1,130 00
For purchase of Lot, on Broadway, bet. Sansome and Montgomery	15,000 00
For purchase of Lot, on Clementina street, 50x80.....	6,000 00
For purchase of Lot, on Clementina street, 40x80.....	3,200 00
For purchase of Lot, on McAllister st., bet. Gough and Franklin	7,636 30
For services of E. T. Raun, architect.....	3,250 00
For payment to William Craine, architect (balance due him)....	475 00
For moving Eighth street Primary building to rear of lot.....	1,879 50
For grading Eighth street, and Point Lobos School-lots.....	432 25
For leveling and underpinning Shotwell street School.....	300 00
For constructing sewers for Silver street, Hayes Valley and Lincoln Primary Schools.....	549 75
For carbonating Lumber.....	1,328 85
For Stamps and advertising for School Bonds.....	327 05
For taxes on Silver street house and lot, and Clementina st. lot..	294 19
For moving West End School.....	75 00
For removing debris from Lincoln Grammar School, after fire...	389 37
For redeeming School-lot, on Shotwell street.....	663 04
For hack hire.....	.....
For services of Watchmen, watching School-buildings during time of erection :	
Girls' High School.....	\$980 00
Valencia Street Grammar School.....	373 00
Lincoln Grammar School.....	340 00
Hayes Valley Grammar School.....	224 00
Eighth Street Grammar School.....	84 00
	<hr/>
	2,001 00
For miscellaneous repairs and alterations.....	443 65
	<hr/>
	\$174,975 02
Total Revenue.....	\$227,302 82
Total expenditures.....	174,975 02
	<hr/>
Cash on hand, July 1, 1871.....	\$52,327 80

REPORT OF THE COMMITTEE ON FINANCE—JULY, 1871.

To the Honorable Board of Education :

GENTLEMEN—Your Committee on Finance, in accordance with law, beg leave to submit the following report of the estimated revenue and expenditures of the Public School Department for the Fiscal Year 1871-72 :

ESTIMATED REVENUE.

SCHOOL FUND.

From City and County Taxes, 45c. on every \$100 of \$95,000,000..	\$427,500 00
From State Apportionment.....	95,000 00
From other sources.....	3,000 00
Cash on hand.....	3,829 93
Total.....	<u>\$529,329 93</u>

ESTIMATED EXPENSES.

	1st half of year	2d half of year	Totals.
For Teachers' Salaries.....	\$200,000 00	\$210,000 00	\$410,000 00
For Janitors' Salaries.....	13,500 00	24,500 00	28,000 00
For Census Marshals.....	2,000 00	.....	2,000 00
For Insurance.....	1,750 00	1,750 00	3,500 00
For Fuel and Lights.....	5,000 00	4,000 00	9,000 00
For Water.....	250 00	250 00	500 00
For Repairs.....	15,000 00	10,000 00	25,000 00
For Furniture.....	12,000 00	8,000 00	20,000 00
For Books and Supplies.....	15,000 00	10,000 00	25,000 00
For Rents.....	7,000 00	8,000 00	15,000 00
For Incidentals.....	4,900 00	4,900 00	9,800 00
	<u>\$276,400 00</u>	<u>\$271,400 00</u>	<u>\$547,800 00</u>
To which, add Transfer to Sinking and Inst. Funds.....			58,470 00
Total estimated Disbursements.....			<u>\$606,270 00</u>

It will be seen by the foregoing statement that the estimated expenses of the Fiscal Year 1871-72, exceed the income by \$76,940. The estimates are based upon the disbursements of previous years, allowing a sufficient increase in the various items as the growth of the Department demands. The revenue is,

therefore, inadequate to meet the increasing wants of the Department, and it will be necessary to apply again for relief to the Legislature. Your Committee would take this opportunity to state that the large amount—namely, \$60,000—necessary annually to pay the Interest and Sinking Fund of School Bonds, seriously cripples the School Fund, and they would recommend that an effort be made to have this draft upon the School Fund paid from the General Fund.

Could this be accomplished, and in addition thereto, a small special tax levied each year for building purposes, your Committee think the necessity of applying constantly to the Legislature for relief, and the existence of deficits at the end of each school year would cease.

All of which is respectfully submitted,

ARTHUR K. HAWKINS,	} Committee on Finance.
EDW. KRUSE,	
JOHN P. SHINE,	

FINANCES.

The School Year ending June 30, 1871, closed with a *nominal* balance on hand of \$3,829 93, as seen by the statistical tables; but as teachers and janitors were left unpaid for half of the month of June, these unpaid salaries constitute an equitable claim against the Department of \$18,000.

Should the payment of these claims be authorized by the Legislature, the *actual* deficit will amount to \$14,000.

This deficit was partly due to the cost of furniture for the new school houses, the heavy expenditure for repairs and planking yards and to the great increase of school attendance.

At the beginning of the School Year, a small reduction was made in the salaries of Primary Assistants; but, in compliance with a very general expression of public opinion, the Board of Education reconsidered its action and restored the salaries to the original rates.

From the estimates made by the Finance Committee it will be

seen that the probable deficit at the end of the present School Year, June 30, 1872, will amount to \$77,000. Add to this the equitable claims of teachers and janitors for last year, the total deficit will be swelled to \$92,000.

What is the cause of this probable deficiency, and how is it to be met? The school attendance is rapidly increasing, while the school revenue does not increase. The city assessment roll this year is a little less than that of last year, while the increase in school attendance over the average of last year for the first two months of the present School Year was 2,300 children, requiring 30 new classes and an increase of 38 teachers, making an increase of 10 per cent. in the item of salaries of teachers. Without any further increase in the number of teachers, the cost of salaries will amount to about \$395,000.

But according to the June School Census, there were over 2,200 children between the ages of 5 and 6 years, 2,000 of whom will enter school during the year, requiring at least 25 more classes and 25 more teachers, at a cost, say, of \$20,000, making the whole amount of teachers' salaries at least \$415,000.

The cost of supplying the new school-houses with furniture, including the Lincoln Building, since July, 1871, has been about \$10,000. Many of the school buildings need painting and repairing, and this item of expense will be a heavy one.

The estimate of the Finance Committee is evidently within bounds.

Now, a general reduction of salaries ought not to be made. Last year, public opinion was against it, and that opinion probably remains unchanged. Our Grammar Principals and High School Principals are paid 25 per cent. less than teachers of the same grade in Boston; our 294 Primary Teachers are paid an average of \$100 a year more than teachers of the same grade in Boston; equal to 14 per cent. more.

The cost per pupil for tuition—that is, salaries of teachers exclusively—last year, in this city, was \$19.83; in Boston, \$20.60; Chicago, \$16.10.

The total cost per pupil in this city, last year, not including building fund, was \$30.43; in Boston, 28.20.

11.13

The total cost per pupil, including expenses for building in this city, was \$40.47 ; in Boston, 46.28.

The deficiency of the present year will have to be met, either by a direct appropriation from the city of \$90,000, or the amount must be made payable out of a new issue of bonds required for building purposes.

But it will be impossible to carry on the schools next year, with the revenue derived from a tax of 45 cents on a hundred dollars ; the rate of tax must be increased to 55 cents on a hundred dollars.

This will be barely sufficient to carry on the schools.

One tenth of our entire school revenue is required to pay the interest and sinking fund, on bonds already issued. In other words, *one* tenth of our school revenue is used *indirectly* in the payment of rent for school-houses.

Should an issue of bonds be made to the amount of \$375,000, a heavy additional burden will be laid upon the current school revenue.

BONDS FOR BUILDING PURPOSES.

Notwithstanding the recent erection of 6 large school buildings and several smaller ones, the School Department is now renting 43 rooms for the accommodation of 2,000 children, at a cost of \$10,000 a year. Last year the city, with a school attendance of 18,000, expended for school buildings \$175,000.

Boston, with a school attendance of 35,000, expended \$612,000. Our demands for school buildings are not greater than in other cities.

A new building is needed in the Ninth Ward to accommodate the Rincon Grammar School, and to relieve the Department from the rent of the Silver Street Primary School building.

A new Primary building is also needed in the same Ward, say, somewhere in the vicinity of the intersection of Fifth and Bryant streets, to accommodate the surplus pupils of the Rincon, Fourth Street and Eight Street Schools.

In the Eighth Ward, 19 rooms are rented, all basement rooms, filled by 900 children.

The old brick building at the corner of Bush and Stockton streets, is in a condition so dilapidated and unsafe, that it ought to be torn down and its place supplied by a new one.

The eight classes in the building, added to the 19 rooms, make 27 rooms required, to which may be added three classes more occupying rooms and halls unfit for school purposes, making a total of 30 new rooms needed to accommodate the pupils of this District, now in attendance.

A building on the lot owned by the Department on Eddy street, near Larkin, would accommodate a considerable part of the Eighth District.

The Spring Valley School-house must either be enlarged, or a new building must be erected in the vicinity. The Fairmount house must be enlarged to a four class-room building.

A new house is needed on the Potrero, another at the Ocean House, and one at Laguna Honda.

It is cheaper for the city to build than to rent. The cost of the buildings, etc., may be estimated as follows :

Rincon Grammar School, 18 class-rooms, building, furniture included.....	\$40,000
Primary school-house, same district.....	18,000
Cost of Lot.....	20,000
South Cosmopolitan School, 8th District, 18 classroom building, furniture included.....	40,000
Cost of Lot.....	25,000
Building, Eddy street Lot, 18 class-rooms, furniture included.....	40,000
Potrero School, 8 class-rooms.....	18,000
Fairmount.....	2,000
Laguna Honda, 2 class-rooms.....	3,000
Ocean House, 2 class-rooms.....	3,000
Spring Valley School.....	10,000
Painting and repairs on old buildings.....	25,000

\$244,000

To this may be added the estimated deficit for the present year, \$90,000, making a total of \$334,000. Should a building for the Boys' High School be erected, the amount would be increased to \$369,000.

The amount, then, required in the new issue of bonds is not less than \$375,000.

EDUCATIONAL CONDITION OF THE SCHOOLS.

A detailed report of the annual examinations and promotions will be found in the report of the Deputy Superintendent.

Supplementary statistics, showing the classification of the schools up to the time of publication of this report, will be found attached to the Deputy's report.

TEXT BOOKS.

The sweeping change of text books made compulsory on the city, by the law passed at the last session of the Legislature, which placed the city under the control of the State Board of Education, is much to be regretted.

The expense was very heavy, amounting in some cases in single families to \$25.

The change is the more to be regretted as generally the new books are inferior to the old ones. The amount already expended, in the first two months of the year, by the Board, in the purchase of books for indigent children, exceeds \$2,000. The State Uniformity Law is open to many grave objections. Books which are suitable for use in graded city schools are not adapted for use in ungraded country schools, and *vice versa*.

Leading educators in other States are setting their faces against State uniformity. A question involving so many hundreds of thousands of dollars, is a dangerous power to be centralized in one Board, subjected to the pressure of influential publishing houses.

As far as San Francisco is concerned, the law ought to be repealed.

Considering the large annual expenditure for books for indigent children, the New York and Philadelphia plan of furnishing all text books free, in the form of school libraries, is entitled to a careful consideration. In the end it will cost the people less than half the present cost.

GOOD SCHOOLS.

Good schools cannot be maintained without good buildings and good teachers. Competent teachers cannot be had without a fair rate of wages. Good schools, therefore, are costly, but they must be maintained. *A liberal expenditure in education is the truest economy in the end.*

Let all citizens, all legislators, and all school officers unite in a spirit of enlightened liberality, to provide the means for supporting public schools, and then, if educated and professional teachers are placed in charge of the children, we may hope to attain in the future the highest results of modern civilization, a community of educated men and women.

J. H. WIDBER,

Superintendent of Common Schools.

SAN FRANCISCO, September 1, 1871.

REPORT
OF THE
DEPUTY SUPERINTENDENT.

J. H. WIDDER,

Superintendent of Common Schools :

In accordance with Section 69 of the Rules and Regulations, I herewith submit the first annual report of the Deputy Superintendent. During the month of January, 1871, the month on which I assumed the duties of Deputy, my time was occupied in making a flying visit to each of the schools in the Department. During the months of February and March my time was principally devoted to preparing the revised Rules and Regulations, under the direction of the Committee on Rules and Regulations and the Committee on Classification.

The preparation of the course of study was no light task, as it involved a full examination of the new text books required to be

used by the State Board of Education, and a close study of the revised courses of study of the cities of New York, Boston and Chicago.

The first part of the month of April was occupied in preparing questions for the annual examination of the Schools, and the remainder of the month and a part of May was taken up in examining the first grades of the Grammar Schools in reading. An entire day was given to the examination of each class, and fifteen classes were examined. The last two weeks in May were devoted to superintending the written examinations of the first grades of the Grammar Schools, which were held under the immediate direction of the Principals and Assistants of the High Schools; and the month of June, during the vacation, was given up to a careful review of the examination papers of all the Schools—the most wearisome task of all my official duties—yet the one which has given me the best insight into the mental condition of our schools.

EXAMINATION OF FIRST GRADE CLASSES.

By a resolution of the Board of Education, the standard for graduation from the Grammar Schools was made the standard for admission to the High Schools; and the percentage required was an average of 75 per cent. on the following studies: Arithmetic, Grammar, Geography, History, Reading, Writing, Spelling, Word Analysis and Composition.

The questions submitted were carefully prepared, and while they were not difficult, were intended to be thorough enough to establish a respectable standard of graduation.

The united testimony of the High School teachers showed that, for several years past, many pupils had been admitted to the High Schools who were found unable to profitably pursue the course of study there on account of imperfect preparation in the Grammar Schools.

At the Boys' High School 178 boys presented themselves for examination. At the Girls' High School building 256 girls appeared for examination. The examination lasted three days, and the papers were then examined and credited by the High School teachers.

The arduous task of examining 10,000 pages of manuscript was performed with remarkable accuracy and fairness.

On a re-examination of many papers not a single error has been found, and not a single case in which a credit could reasonably be changed.

On making a summary of the results, it was found that only fifty girls and two boys had reached 75 per cent. This somewhat unsatisfactory result was partially owing to the small percentage obtained in mental and written arithmetic.

The examination in mental arithmetic was conducted orally by the High School principals, and at least one half of the candidates made an entire failure, and were marked zero. The highest number of credits for this branch was ten.

In consideration of the fact that very little attention had been given to mental arithmetic in the Grammar Schools during the year, an allowance of five extra credits was made to each pupil.

In written arithmetic, while the questions themselves were not difficult, the instructions were that no credits should be allowed to any question unless the *exact* answer was obtained—no partial credits being allowed for approximate results. This strict marking so reduced the credits that another allowance was made of ten extra credits for each pupil. This virtually reduced the standard from 75 per cent. to 70 per cent.

In addition to this, the boys were allowed ten extra credits in grammar, as their papers seemed to have been a little more strictly examined than those of the girls.

On this second standard 100 girls and 30 boys were graduated. Of this number, five gained 90 per cent.; sixteen gained from 85 per cent. to 90 per cent.; thirty-eight gained from 80 per cent. to 85 per cent.; seventy-one gained from 75 per cent. to 80 per cent. Below 65 per cent.—87 boys and 87 girls; below 50 per cent.—16 boys and 9 girls.

Subsequently, by order of the Board, all who had reached a nominal standard of 70 per cent., that is, an actual standard of 65 per cent., were allowed a re-examination, and all who reached 65 per cent. on both examinations were admitted to the High Schools on trial for one month. Twenty-five pupils were so admitted.

It ought to be stated that at least one hundred of the candidates

belonged to the second divisions of the first grade classes, and were not recommended by the Principals for graduation. They were allowed to appear for the purpose of a trial examination.

It should be stated, also, that the course of study was generally considered by the teachers as too extensive, so that it was impossible for the best teachers to train classes thoroughly in all the branches.

The examination of the second grade classes for the year preceding was so exceedingly simple that many pupils who were totally unfit for it were crowded into the first grade.

It was my opinion, formed from an oral examination of all the first grade classes, that more than one half were barely fitted for an average second grade class.

The fact that one first grade class was placed on an examination with second grade questions, and that not a single pupil obtained 75 per cent., is the best evidence of the way in which promotions had been made the year previous.

With such material in the first grades, it was impossible for the best teachers in the Department to make a good showing at the end of the year. The result, however, affords a strong argument in support of the new course of study which has lopped off some of the superfluous studies.

It is to be hoped, for the best interests of both the Grammar Schools and the High Schools, that next year the standard will be set still higher.

Owing to the blind and unreasonable desire of some parents and some teachers to push forward pupils without regard to fitness, and to complaints that the examination was too severe, I herewith submit the questions, and some of the answers given :

HISTORY.—FIRST GRADE

15 Questions, 2 Credits each.

1. When, where, and by whom was California first settled by a civilized race ?

2. Mention two leading events of each of the following administrations: Lincoln's; Buchanan's; Jackson's; Washington's.

3. When and where were the first and last battles of the war of the Rebellion fought ?

4. When and where was the battle of Gettysburg fought, who were the Commanders of the respective armies, and what was the result ?

5. What was the "Alabama," and what is meant by the "Alabama Claims ?"

6. What amendments have been made to the Constitution, since the close of the late Civil War ?

7. Name the two principal battles of the war of 1812, or the second war with England, and state the result.

8. Name four important battles of the war with Mexico, and state what Territory was acquired by the United States as the result of that war.

9. Who was the most distinguished American Naval Commander, during the war of the Revolution ? of 1812 ? of the Rebellion ?

10. What part did the following distinguished men take in the American Revolution : Thomas Jefferson ; John Adams ; Robert Morris ; Alexander Hamilton ?

11. For what is each of the following places distinguished in American History : St. Augustine ; Annapolis ; Charleston ; New Orleans ; Guilford Court House ; and Monmouth ?

12. When and by whom was each of the following States settled : Virginia ; Rhode Island ; New York ; Maryland ?

13. By whom was Louisiana settled, and how did it become a part of the United States ? Florida ?

14. Name four Orators distinguished in American History ; four Statesmen ; four Generals ; two Historians ; two Poets.

15. Draw a contrast between the United States at the close of the war of the Revolution, and at the present time.

INCORRECT ANSWERS.

The first question cannot be considered a difficult one, inasmuch as the course of study required an oral outline of the History of

California referring the teacher to Tuthill's excellent History of this State. The first settlement was made at San Diego by the Spanish in 1763.

Answers given :

In 1846, by a party of Russians headed by Sam Brannan.

In 1850 by Balboa.

In 1850 by emigrants in Yuba county.

At St. Augustine.

In 1849 by Commodore Stockton.

In 1512 at St. Augustine.

By the Dutch in the 15th Century.

In 1847, by Sir Francis Drake.

In 1820, by Mexicans.

In 1817, by Commodore Stockton.

In 1867 at Coloma, by emigrants.

By Sir Francis Drake, at San Francisco.

In 1565, at St. Augustine.

In 1850, at San Jose.

In 1849, at Monterey.

In 1565, at St. Augustine.

In 1834 by Cabrillo, at San Jose.

In 1452, by Cordova.

In 1849, at San Diego.

In 1867 at Coloma, by emigrants.

More than forty answers were made, the dates from 1842 to 1850.
Answers to the 2d Question—

(a) Washington's administration. He signed the Declaration of Independence, and fought the battle of the French and Indian war.

Buchanan's, war with the Seminoles.

Jackson's, Seminole war.

Lincoln's.

- (b) Buchanan was President of the United States.
Jackson was President of the United States.
Washington's, battles of Trenton and Yorktown.
- (c) Washington commanded several battles.
Buchanan's, Seminole war.
Lincoln's, troubles with France.
- (d) Buchanan's, second war with Mexico.
Jackson's, second war with Mexico.
Washington's, second war with Mexico and the American Revolution.
- (e) Lincoln's, war with Mexico.
Buchanan's, Great Rebellion.
Jackson's, Texas ceded from the Union.
Washington's, trouble with France.
- (f) Washington's, Bunker Hill and Arnold's Treason.
Buchanan's, Death of Washington and the removal of the Capital.
Jackson's, war of 1812.
- (g) Washington's, Duel of Hamilton and Burr.
Lincoln's, when he became President.
Buchanan's, when he became Vice President.
Jackson's, He was one of the most prominent men, and ended the Revolution.
- (h) Washington was the Father of his Country.
Lincoln's, Rebellion.
Buchanan's, war of 1812 and capture of Ticonderoga.
Jackson's, Ohio and Louisiana admitted.
- (i) Buchanan's, Death of Washington.
Lincoln's, war with the Seminoles.
Washington's, Braddock's Defeat.
- (j) Buchanan's, Seminole war.
Jackson's, trouble with France.

- (k) Lincoln's, trouble with France.
Buchanan's, trouble with France and Seminole war.
- (l) Jackson was Vice President with Washington.
Buchanan's, war of the Austrian Succession.
- (m) Lincoln's, troubles with France.
Buchanan's, purchase of Louisiana.
Jackson's, Washington's death.
Washington's, trouble with the cotton States and the Missouri Compromise.
- (n) Lincoln's, one of the Presidents of the United States.
Buchanan ; one of the Presidents of the United States.
Jackson ; one of the Presidents of the United States.
Washington ; one of the Presidents of the United States.

Answers to the 3d Question—

- (a) First, Lexington ; last, Yorktown ; (this answer given three times.)
- (b) First, Yorktown, 1861 ; last, Saratoga, 1859.
- (c) First, in Southern States ; last, at Vicksburg.
- (d) First, Fort Sumpter ; last, New Orleans, 1815.
- (e) Last battle, New Orleans ; (given four times.)
- (f) First, in Georgia, 1602 ; last, 1865, in Southern States.
- (g) First, Fort Donelson ; last, Fredericksburg.
- (h) First, Bunker Hill, in Virginia.
- (i) First, Antietam ; last, Saratoga, 1859.
- (j) Last battle, Gettysburg.
- (k) Last battle, Yorktown.
- (l) First battle, 1775, Bunker Hill ; last battle, Olusta, Georgia.
- (m) First battle, Great Meadows, 1860 ; last, Charleston, 1863.
- (n) Last battle at Savannah, when Lee surrendered, 1765.
- (o) Last battle at Wilmington.
- (p) First, 1860 ; last at Yorktown, on the 9th of September.

- (q) First, Bull Run, 1817 ; last at Yorktown.
- (r) First, in 1845.
- (s) First in 1860, Tennessee ; last at Bull Run, 1863.

Answers to 4th Question—

- (a) In South Carolina ; British defeated.
- (b) Lee and Thomas Commanders ; Americans victorious.
- (c) McClellan and Gates, Commanders.
- (d) In Southern part of New York, 1778 ; Wayne and Howe, Commanders.
- (e) In 1783.
- (f) Lee and Sheridan, Commanders ; Lee successful.
- (g) In 1777.
- (h) 1862, Grant Commander.
- (i) Lee surrendered to Washington.
- (j) Don't know when and where fought ; victory on the part of the Americans.
- (k) Washington, Commander ; result, the opening of the Mississippi.
- (l) In 1776 ; Washington commanded the American army ; Americans defeated.
- (m) In 1785 ; Americans successful.
- (n) Pemberton and McClellan ; Americans successful.
- (o) Lee and Grant ; Americans successful.
- (p) McClellan and Johnston ; Americans successful.
- (q) In 1841.
- (r) British Commander, Lee ; Americans successful.
- (s) In 1775 ; Beauregard, Commander.
- (t) British side, Johnston ; American side, Lee. Lee surrendered.
- (u) In Tennessee ; Southerners surrendered at Vicksburg.
- (v) In 1856 ; McDowell and Lee ; Americans successful.
- (w) Lee surrendered to Washington.

- (x) In 1866 ; Virginia.
- (y) General Jackson, Commander ; Americans successful.
- (z) In 1777.
- (1) In Mississippi.
- (2) Davis and Grant, Commanders ; opened the Mississippi river.
- (3) Gates and Greenfield, Commanders.
- (4) In South Carolina ; Campbell, Union Commander ; Morgan, Confederate Commander.
- (5) At Chattanooga ; Lee and Sherman, Commanders.

Answers to the 5th Question—

- (a) A vessel in the army.
- (b) Land claims.
- (c) The Alabama was built in England for the protection of the U. S. Claims are part of the cargoes taken.
- (d) People in Alabama claims the same land, which causes trouble.
- (e) All the land claimed by the Alabamas.
- (f) Capt. Semmes claimed it ; several people wanted it.
- (g) Claims set up by the Alabamas. [4 times.]
- (h) A vessel that destroyed British ships.
- (i) Land claims that was laid on that ship because when the Alabama was sunk by the Kearsarge, it claimed it, while the Confederates wanted it.
- (j) Don't know the relation between the ram and the claims.
- (k) A war vessel sunk by the Monitor. It is a claim opposing the tariff act.
- (l) Claims that Alabama wanted.
- (m) A vessel which belonged to the U. S., but which England claimed.
- (n) A gunboat in the Revolution.
- (o) A vessel. The South claimed her and the North claimed her.

- (p) A ship fitted out by England to go against the rebels.
- (q) The Alabama was taken by British forces and is still claimed.
- (r) Alabama was a land belonging to the Confederates.
- (s) People belonging to the ship Alabama.
- (t) Claims that the people of Alabama wanted. [4 times.]
- (u) A British ship.
- (v) It means that they were successful during the war.
- (w) The claims that they made on the U. S.
- (x) Are rights which say that the Unionists have a right to the vessel.
- (y) The Alabama claims are what was captured by this vessel.
- (z) She was the first ironclad, and run the blockade of Charleston.
- (1) All the land which the Alabama captured during her engagements.
- (2) An American frigate. It was a claim set up by them that made them think they had a claim.
- (3) The Alabama claims were established by the British, to cut off the communications of the Americans.
- (4) Vessels which the Alabama captured and claimed as her own.
- (5) The Alabama was an English vessel that would stop any American vessel and take out all the men from her of English birth. The two countries had a war about it known as the war of 1812.
- (6) Claims of the widows and orphans of Alabama.

Answers to the 6th Question—

- (a) Southern States declared free.
- (b) The 17th Amendment.
- (c) The Constitution has adopted the laws of the United States.
- (e) The Declaration of Independence.
- (f) The District of Columbia has been called a territory.

- (g) The stamping of imported goods.
- (h) All the productions of the Confederate States are given to the Government.
- (i) The 12th.
- (j) Impressment of American seamen.
- (k) The 15th gives the right of women to vote.
- (l) Purchase of Alaska.

Answers to the 7th Question—

- (a) Antietam ; Americans successful.
- (b) Buena Vista and Chapultepec.
- (c) Mexico and Molino del Rey.
- (d) Alabama and Kearsarge.
- (e) Murfreesborough and Antietam.
- (f) Great Meadows and Fort Sumpter.
- (g) Shiloh and Fair Oaks.
- (h) Buena Vista, English successful ; Queenstown, English successful.
- (i) Vicksburg and Plattsburg.
- (j) Quebec and Crown Point.
- (k) Fort Pillow and Resaca de la Palma.
- (l) Fair Oaks and Wilderness.
- (m) Off Flamborough Heads, a squadron of Paul Jones.
- (n) Seminole war.
- (o) Battle of Orleans.
- (p) Battle of 1812 was fought off Newfoundland and Coney Isles ; loss of the Americans was about 4,500 ; British, 3,000.
- (q) Princeton and Trenton ; Americans victorious.
- (r) Off Flamborough Heads ; both ships successful.
- (j) Lexington ; Americans defeated.
- (k) Stillwater and Saratoga.

- (l) Crown Point and Saratoga.
- (m) Burgoyne's Surrender ; Erie's victory.

Answers to the 8th Question—

- (a) Vicksburg.
- (b) Sacramento.
- (c) Saratoga and Lower California.
- (d) San Diego.

Answers to 9th Question—

- (a) Foote, Revolution ; Farragut, 1812 ; McDonough, Rebellion ;
- (b) Washington, Revolution ; Jackson, 1812 ; Grant, Rebellion.
- (c) Washington, Revolution ; Arnold, Rebellion.
- (d) Jefferson Davis, Rebellion.
- (e) Scott, 1812 ; Grant, Rebellion.
- (f) Gen. Wolfe, Revolution ; Sherman, Rebellion.
- (g) Gates, Revolution ; Paul Jones, 1812.
- (h) Washington, Revolution ; Grant, Rebellion.
- (i) Lee, 1812 ; Grant, Rebellion.
- (j) Paulus Hook, Revolution.
- (k) Paul Jones, Revolution ; Paul Jones, 1812 ; Paul Jones, Rebellion.
- (l) Gage, Revolution ; Proctor, 1812 ; Grant, Rebellion.
- (m) Cornwallis, Revolution.
- (n) Washington, Revolution.
- (o) Gen. Howe, Revolution ; Beauregard, Rebellion ;
- (p) Washington, Revolution, (10 times.)
- (q) Burgoyne, Revolution ; Scott, 1812 ; Buchanan, Rebellion.
- (r) McClellan, Revolution ; Buchanan, 1812 ; Gates, Rebellion.
- (s) Gen. Taylor, Revolution ; Paul Jones, 1812 ; Scott, Rebellion.

- (t) McDowell, Revolution ; McDowell, Rebellion.
- (u) Lafayette, Revolution ; Semmes, Rebellion.

Answers to the 10th Question—

- (a) Thomas Jefferson was President at the beginning of the Revolution.
- (b) Alexander Hamilton was a naval commander.
- (c) Jefferson was a general.
- (d) Adams and Jefferson were financiers.
- (e) Alex. Hamilton was sent to check the depredations of the Algerines.

Answers to the 11th Question—

- (a) New Orleans—There was a great war there.
- (b) St. Augustine, for an event during the Revolution.
- (c) New Orleans, for a war fought there during the Mexican war.
- (d) St. Augustine, where Napoleon landed.
- (e) St. Augustine, the oldest settlement in existence.
- (f) St. Augustine. California was settled there.

Answers to the 12th Question—

- (a) Virginia was settled by the French. (4 times.)
- (b) Virginia, by the French, 1707 ; Maryland, by Spanish, 1724 ;
- (c) Rhode Island in 1728.
- (d) Virginia was settled by the Rebellion ; Maryland by foreigners ; Florida by natives.
- (e) Maryland, by Sir Walter Raleigh.

Answers to the 13th Question—

- (a) Louisiana was settled by the British. (4 times.)
- (b) Louisiana by the Mexicans.
- (c) Louisiana by French.
- (d) Florida by Mexicans.

Answers to the 14th Question—

- (a) Historians : Harrison and Jackson.
Poets : Maj. Andre and Ben Franklin.
- (b) Historians : Columbus and Vespucci.
Orators: Jefferson, Burgoyne, Howe.
Poets : Shakespeare and Byron.
- (c) Poets: Hood and Woodworth.
- (d) Poets: Milton and Shakespeare.
- (e) Orators: Lincoln, Jefferson, Franklin, Washington.
Statesmen: Lee and Franklin.
Historians: Warren and Wolfe.
Poets: Shakespeare and Byron.
- (f) Orators: Clinton, Burgoyne, Gage.
Statesmen: Bragg, Price.
Poets: Sherman, Grant.
- (g) Poets: Webster and Clay.
- (h) Poets: Tennyson and Willis.
- (i) Historians: Webster and Quackenbosh.

Answers to the 15th Question—

- (a) Then the U. S. was in debt; now it is free from debt.
- (b) Has not been altered much.
- (c) Houses were then built of the dobby style.
- (d) Much confusion on account of the surrender of Cornwallis;
now it is peaceful.
- (e) Then people were starving, hanged and persecuted ; now
we are free.

The following paper of number 99, entire, is given to show the singular confusion of ideas which characterized many other papers:

No. 99.

1. California was first settled in or about the year 1829 or '30 in Lower California. It was settled by a number of people who

hearing there was gold to find, hastened in search, and there came more and a greater number, until California is now what we might call a civilized, settled State.

2. The leading event of Lincoln's Administration was his assassination, which took place on 14th February, 1866.

Washington was the commanding of the army of the Potomac and his victory, also his commanding of the battle of the Thames. Washington has the victorious name of being the greatest patriot the world possesses.

3. The first battle was fought at Great Meadows in 1860. The last battle was fought at Charleston in 1863.

4. Gates and Greenfield were commanders.

5. By the Alabama claims is meant a body of men wishing to lay claims to Alabama, and to make certain laws which the Alabama people would not agree, and is called the Alabama claims.

6. Since the last civil war the Constitutions have made amendments to the following effect, viz: The abolishment of negro slavery, and the stamping of imported goods.

7. The two principal battles of 1812 are, namely: The battle of Great Meadows and Fort Sumter.

8. Saratoga; at the Territory of Lower California was acquired by it.

9. McClellan was the most distinguished American naval commander. Buchanan, Sir Thomas Gates.

10. They were officers and commanders.

11. St. Augustine is noted for being the oldest city in the United States. Annapolis for the giver of its name. Charleston, the many victorious battles fought there. New Orleans for Negro slavery.

12. Virginia was settled by the Rebellion; Rhode Island by the Quakers; New York by Puritans; Maryland by foreigners.

13. Louisiana was settled by whites. It became a part of the U. S. in 1817. Florida was settled by natives.

14. Washington, McClellan, Brown, Wingfield, Buchanan, Davis. Willson, Roberts, McClellan, Sherman, Sheridan, Quincy Adams, Wilks, Adams, Byron, Brown.

15. During the Revolution people were starving, hanged, persecuted; now we are free. No more Negro slavery, and the lands they claimed are settled.

Some of the papers on history were remarkably good. The questions were nearly all general in their character, touching only on leading events.

The conclusion to be drawn from the result of the examination in this branch, is decidedly against the common method of requiring pupils to memorize the whole book in daily lessons.

A better method would be to memorize striking and important events, letting details take care of themselves.

Our pupils pursue the study of history for two years, and in that time they ought to become familiar with the great landmarks of our history.

On this examination, 38 boys out of 178 gained 80 per cent. or over, and 36 girls out of 284 gained the same.

Having less than 50 per cent., there were 32 boys and 110 girls. Obtaining less than 10 credits out of 30, there were 34 girls and 8 boys.

ARITHMETIC.—FIRST GRADE.

[No credits allowed, unless both answer and method are correct.]

Ten Questions, Two Credits Each.

1. Divide 24 by two-thirds and write the reasons of the operation.

2. Multiply five-ninths by four-sevenths and write a full analytical explanation of the operation.

3. In multiplying .02 by .02 explain the reason why you point off four decimal places in the product.
4. Divide \$125. by 2.5.
5. Multiply the decimal twenty-five ten-thousandths by 2.5 and divide the product by five-thousandths.
6. Divide .25 by one-third.
7. Divide 71 miles, 237 rods, 3 yards, 1 foot, 6 inches by 9.
8. Is the following proportion correct or incorrect? Why or why not? $10:5 :: 6:12$.
9. Interest of \$1275 from Jan. 9th, 1871, to May 7th, 1871, at 12 per cent a year.
10. Compound interest of \$150 from Jan. 10th, 1871, to May 25th, 1871, at 2 per cent. a month.

Six at Five Credits Each.

11. A boy bought apples at the rate of 5 for 4 cents, and sold them at the rate of 4 for 5 cents; what per cent. did he gain?
12. The floor of a square room measures 625 square feet; how far is it from one corner on the floor to the corner on the floor diagonally opposite, provided the floor is carpeted with carpeting one yard wide.
13. Bank discount of \$500 for 2 months and 7 days at 8 per cent. a year.
14. A commission merchant received \$157.75 for selling flour, his commission being $2\frac{1}{2}$ per cent., how much did the flour sell for?
15. A mechanic contracted to work a year for \$50 a month, his wages payable at the end of each month. Nothing was paid him till the close of the year, when he received the whole amount with 12 per cent. interest a year. How much did he receive?
16. On the 10th of July, 1868, John Brown, of San Francisco, hired of Henry Smith of the same place, \$2000 in gold coin, agreeing to pay him interest at the rate of one and one half per cent. a month. On the 7th of August, 1870, John Brown paid to the holder of the note \$700. What was due on the note at the time of settlement, May 15th, 1871? Put this transaction into business form and give the answer.

[Partial credits allowed if the answer to this last does not vary more than one dollar from the correct result.]

On the preceding paper in arithmetic, 2 boys out of 178 obtained 80 per cent., and 7 girls out of 284 obtained the same per cent. Forty-one boys obtained at least 50 per cent., and 80 girls the same. The first three questions involved a simple explanation of elementary operations in fractions, but more than half failed entirely to give any kind of a reason. The 12th question involved a very simple application of square root in finding the hypotenuse of a right angle triangle, having given the base and perpendicular which were the sides of a square room. The number of boys who solved this was only 29 out of 178; of girls, only 14 out of 256. Not a satisfactory result by any means. The common solution was by extracting the square root of 625, giving 25 feet as the answer.

The 15th question was solved by only 3 boys, and by not a single girl.

The 16th question, a plain question in simple interest, was performed by only 11 boys and 23 girls.

Thirty boys out of 178 failed to get 25 per cent. of credits, and 40 girls out of 256 made the same failure. It was evident from a glance at the papers, that these pupils properly belonged to a Second Grade class, or even a Third.

The examination in mental arithmetic was conducted orally by the Principals of the High Schools.

In the examination of the boys, conducted by Prof. Bradley, 109 boys were marked zero, having made an entire failure, and 12 more received only 1 credit each.

Prof. Holmes, of the Girls' High School, marked 86 girls zero or entire failures. The criticism on the teaching of arithmetic in the First Grades may be condensed into this remark : *too much text-book, and too little teaching and drill under the eye of the teacher.*

It is not expecting too much of the graduates of our grammar schools to require that they shall be able to explain the elementary operations in fractions; to work practical questions in simple interest; to reckon bank discount, and to understand square root.

SPELLING.—FIRST GRADE,

One Credit Each.

- | | |
|-------------------|------------------|
| 1. Retreiveable. | 6. Fullfillment. |
| 2. Receivable. | 7. Resussitate. |
| 3. Terrific. | 8. Tipograficle. |
| 4. Carnivurous. | 9. Maintainence. |
| 5. Inexpressable. | 10. Intamitly. |

Five Credits. Half credit off for each word mis-spelled, each capital omitted or misplaced, and each error in punctuation.

There are also subterranean passages often more than a foot in diameter and perfectly cylindrical which extend downward three or four feet and then branch out horizontally on every side sometimes to the distance of several hundred feet before such structures the pyramids of Egypt and the aqueducts of Rome would lose all their celebrity and dwindle into insignificance.—Willson's Int. Fourth Reader, paragraphs 10 and 18.

Five Credits. One Credit off for each word wrongly spelled.

The opposition to the revenue measures induced the British Parliament to revoke all duties laid in 1767, except that of three pence per pound on tea; but as the people were contending against the principal of "taxation without representation," and not against the amount of taxes imposed, the concession was not satisfactory.—Anderson's History United States, page 57.

Five Credits. One off for each mis-spelled word and each misplaced capital.

The Andes mountain region, with the plains lying at its eastern foot, is divided into six countries: the United States of Columbia and Ecuador, lying north of the Amazon; Peru and Bolivia; Chile and the Argentinean Republic, lying south of the Amazon.

Five Credits. Half credit off for each mis-spelled word and each misplaced capital.

“Orthograpy treats of letters, sylables, seperate words and spelling.”

“the first word of every distinct Sentense should begin with a Capital.”

“the orthographey of our language is atendid with much unsertinty and perplecksity.”—From Brown’s Grammar.

Words of one sylable, and words accented on the last sylable ending with a single consonent, preseded by a single vowell double the final consonent on reseiving an aditional termina-shun beginning with a vowell : as rob, robing ; aquit, aquiting.”

—Willson’s Speller.

This paper on spelling was not an easy one, but the result was exceedingly satisfactory ; the girls, however, doing far better than the boys. Two girls were marked perfect, and twelve marked 97 per cent. In the A division of the Denman School, 34 out of 41 were marked 80 per cent. or more. Out of the whole number of girls, 168 obtained 80 per cent. or more, and only three less than 50 per cent. Only thirty boys obtained 80 per cent. or over ; four, 97 per cent ; forty-six, less than 50 per cent. ; ten less than 16 per cent., and one 4 per cent.

The best spelling was done in schools where the most attention had been given to writing compositions.

WORD-ANALYSIS—FIRST GRADE.

Fifteen words, two credits each.

[Name and define each prefix, root, and suffix, and give a full definition of the whole word.]

- | | |
|-----------------|-------------------|
| 1. Incorporate. | 2. Colloquial. |
| 3. Supervision. | 4. Detract. |
| 5. Retrograde. | 6. Attentive. |
| 7. Subscribe. | 8. Exhibit. |
| 9. Accident. | 10. Anticipate. |
| 11. Homicide. | 12. Construct. |
| 13. Dejection. | 14. Supercilious. |
| 15. Metropolis. | |

The ten words given in Word-Analysis were easy, and the results were satisfactory, though not so good as in spelling. Of the boys, thirteen obtained 80 per cent. or over. Of the girls, 119 the same per cent. Three girls were perfect. Sixteen girls and fifty-four boys had less than 50 per cent., and five boys had only 4 credits each out of 30.

GRAMMAR.—FIRST GRADE.

1. (Two Credits.)—Write a sentence in which laid and lain are correctly used in the future perfect, or second future tense.
2. (Two Credits.)—What is meant by the person and number of verbs? Illustrate by an example.
3. (Two Credits.)—Plural of staff; cupful; beau; genus; crisis; vertebra; Miss Brown; Mr. Smith.
4. (Two Credits.)—Principal parts of let; bid; see; hide; sink; slay; bless; burn; burst; dig; hang; work.
5. (Two Credits.)—Conjugate the verb *be* in the past tense, subjunctive mood, and in the future perfect tense, indicative mood.
6. (Two Credits.)—Correct the following sentences: His family are large yet he supports them. Every house was burned, and every man, woman and child were killed.
- 7a. (Two Credits.)—Correct and punctuate the following stanza:
 “Spake full well in language quaint and olden
 One who dwelleth by the castled rhine
 When he called the flowers so blue and golden
 Stars that in earths firmament do shine.”
Willson's Int. Third Reader, p. 238.
- b. (Two Credits.)—Express the same thoughts in prose.
- c. (Two Credits.)—What kind of a sentence is the whole stanza?

d. Conjugate *dwell* and parse *one*.

8. (Eight Credits. Half credit off for each uncorrected grammatical error, and each word wrongly spelled.)—
Re-write and correct the following paragraph from the Declaration of Independence :

“When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the Earth the separate and equal station to which the laws of Nature and Nature's God entitle them a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.”

9. (Two Credits.)—What kind of a sentence is the preceding, and why ?
10. (Two Credits.)—Simple subject and simple predicate.
11. (Two Credits.)—“ That they should declare,” &c., is what kind of a clause, and what does it modify ?
12. (Two Credits.)—“ When in the course,” &c., what is it, and what does it modify ?
13. (Two Credits.)—“ To which * * * entitles them,” is what, and what does it modify ?
14. (Two credits.)—Name all the nouns and verbs in the whole paragraph.
1. * * * * “ When thoughts
 2. Of the last bitter hour come like a blight
 3. Over thy spirit, and sad images
 4. Of the stern agony, and shroud, and pall,
 5. And breathless darkness, and the narrow house,
 6. Make thee to shudder and grow sick at heart—
 7. Go forth under the open sky and list
 8. To Nature's teachings, while from all around
 9. Earth and her waters, and the depths of air,
 10. Comes a still voice: Yet, a few days, and thee
 11. The all-beholding sun shall see no more
 12. In all his course.”—*Thanatopsis*.—Bryant.

15. (Two Credits.)—What kind of a sentence is the preceding stanza.
- b. (Two Credits.)—Name the subject and predicate of the most important proposition.
- c. (Two Credits.)—Name the adjective phrases and tell what they modify.
- d. (Two Credits.)—Parse *go* and *list* in the seventh line.
(NOTE.—Use abbreviated models in parsing in all the following examples:
- e. (Two Credits.)—Parse *make* and *grow*.
- f. (Two Credits.)—Parse *earth* and *comes*.
- g. (Two Credits.)—Parse *yet* and *thee*.
- h. (Two Credits.)—The first six lines, form what kind of an element or modifier? What does it modify?
- i. (Two Credits.)—What is “When thoughts of the last bitter hour?” &c.
- j. (Two Credits.)—What is “Yet, a few days, and thee the all-beholding sun?” &c.

The paper on grammar was intended to be a thorough one. Pupils in the first grades ought to know something more than a text-book definition of a noun and a verb. On this paper, 36 girls obtained 80 per cent. or more, and one boy the same; 146 girls obtained 60 per cent. or over, and 33 boys the same. 12 boys obtained only 25 per cent.

Thinking it possible that the teacher who examined the papers of the boys might have marked the papers more strictly than the papers of the girls were marked, an allowance was made of 10 credits—one sixth of the standard, 60—to the paper of each boy, which was equivalent to $3\frac{1}{3}$ per cent of the standard for the whole examination.

On the whole, the results in grammar were not satisfactory. While examining in reading, I took occasion to make a slight oral examination in grammar, and from the very general lack of perception evinced, I was prepared to expect a worse failure in the written work than was really made.

The conclusion drawn from the result is, *too much text-book and too little teaching.*

The subjects for compositions were easy, and the papers were examined in a very liberal spirit—160 girls obtaining 80 per cent. or over, and 52 boys the same. Many compositions were marked perfect. The boys were brought down by bad spelling.

SUBJECTS FOR COMPOSITION. — FIRST GRADES.

[Each pupil will select some subject from the following list, and will write at least from one and a half to two pages upon the subject. Particular attention will be given to spelling, punctuation, capitals and grammatical correctness.

A sketch in Natural History, from some topic in Willson's Readers, as "A Peep at the Birds," "Habits of Dogs," "Uses of Insects," "Butterflies," "Monkeys."

A Letter.

A Day at Woodward's Gardens.

My trip to the Country.

An Imaginary Geographical Trip.

War.

Rivers.

Woman's Rights.

My Favorite Books.

California.

A Trip to the Moon.

Politeness.

Temperance.

Amusements.

GEOGRAPHY.

Our pupils study geography for a period of six years, committing to memory in daily lessons three text books, numbering together 335 quarto pages, inclusive of maps. This of itself is a sufficient explanation of the fact made evident on examination, that the pupils knew very little about the subject; too much text-book and too little judicious teaching. The questions were

nearly all general in their character, and exceedingly elementary. On this examination, fifty-eight boys and seventy girls obtained 80 per cent. or more ; forty-four girls and seventeen boys obtained less than 50 per cent., and a large number seemed to know nothing about the subject.

I submit the questions, with some answers, for illustrations :

GEOGRAPHY — FIRST GRADE.

Fifteen Questions—two Credits each.

1. Name and locate the largest six cities in California, and state in round numbers the population of San Francisco and Sacramento.
2. Population of California, and the four leading exports.
3. What are the great natural divisions of the United States ?
4. State the peculiar characteristics of the climate of the different sections of the United States.
5. Mention the two leading States in each of the following particulars : 1. Size. 2. Population. 3. Manufactures. 4. Coal. 5. Gold. 6. Wheat.
6. Name and locate the largest six cities of the United States, and state in round numbers the population of each of the largest three.
7. What are the most striking physical features of South America ?
8. Name the four principal cities of the island of Great Britain, and state for what each is distinguished.
9. Physical characteristics and peculiar animals of Africa.
10. Name and locate the four principal cities of France, and name the four principal rivers.
11. Name the principal plateau and the largest plain of Asia ? Of North America ?

12. Climate, vegetation and peculiar animals of Australia ?
13. How does China compare, in size and population, with the United States ?
14. Name and locate ten of the principal commercial cities of the world—no two in any one country.
15. Name two countries distinguished for each of the following particulars : 1. Coffee. 2. Silk. 3. Opium. 4. Cotton. 5. Indigo. 6. Caoutchouc.

Inasmuch as the census had just been completed, and the newspapers had been full of the figures for six months, it was thought the first question was not an unreasonable one.

Specimen answers to the 1st Question—

Population of San Francisco, 700,000, 12,000, 300,000, 110,000, 2,000, 500,000 (4 times), 30,000, 15,000, 2,600,000.

Sacramento, 500,000, 800, 200,000, 110,000, 1500, 195,000, 90,000, 1,300,000, 2,000, 125,000.

Oakland, 100,000 ; Stockton, 110,000.

Largest cities, San Quentin, Salt Lake City and Oregon, Vera Cruz, Humboldt and Contra Costa ; San Quentin and Redwood City, Bodega, San Warcine in San Warcine Valley, Sanoja in San Taclara Valley.

Specimen answers to the 2d Question—

Population, 600 million, 150 m., 5 m. [4 times,] $2\frac{1}{2}$ m., 3 m., 8 m., $1\frac{1}{2}$ m., $4\frac{1}{2}$ m., 3 m., 45 m., 150 m., 50 m., 3 m., 2 m., $8\frac{1}{2}$ m., 4 m., 18 m., 900,000, 25,000, 150,000, 260,000, 250,000 [10 times] 50,000, 150,000 [5 times,] 100,000 [6 times,] 140,000, 46,000, 900,000, 75,000, 200,000 [4 times,] 50,000, 40,000, etc.

3d Question—

Even in the Primary Geography these divisions are outlined as the Atlantic Slope, the Pacific Slope and Valley of the Mississippi.

Answers—

- (a) District of Columbia.
- (b) Bays, lakes, rivers [10 times given.]
- (c) British Columbia, Central America and Mexico.
- (d) North and South America, Europe, Asia and Africa. [given 5 times]
- (e) Great lakes, St Lawrence, Mississippi and Missouri rivers.
- (f) 37 States and 11 Territories, [8 times.]
- (g) Rivers, mountains, hills, [4 times.]
- (h) R. A., Alaska, United States, Mexico, Central America, Yucatan.
- (i) Peninsula of Florida, and Yucatan.
- (j) Counties, valleys, and cities.
- (k) Niagara and Yosemite Falls.
- (l) Canada and Mississippi.
- (m) Florida, Maryland, Long Island and Rhode Island.
- (n) Eastern, Middle, Southern, Western and Pacific, [45 times.]
- (o) Long line of railroads.

4th Question—

- (a) Temperate all over.
- (b) In some parts hot, in other parts cold all at the same time.
- (c) Climate is excessive.

6th Question—

Population of New York City, 100,000, 190,000, 3,000,000, [5 times,] 100,000, 130,000.

Philadelphia, 90,000, 2,000,000, 1,800,000.

Boston, 12,000; 1,200,000.

Cities—San Francisco, New York, Chicago, Olympia. San Francisco is in Marin County; and New York is in Illinois; Chicago is in New York.

7th Question—

- (a) Climate, animals, people.
- (b) Very hot.
- (c) Size and color of the natives.
- (d) Hunting, mining and wild cattle.
- (e) Earthquakes, diamonds, animals, coffee.
- (f) Form and shape.
- (g) Resembles a leg of mutton.
- (h) Warm climate and panthers.
- (i) It is very rocky, and among the mountains are many wild animals.

8th Question—

- (a) London and Dublin; (b) Limerick and Cork; (c) Dublin, Cork and Tipperairie; (d) Hamburg for tea; (e) Boston, Edinburgh, Dublin and Wales; (f) Dublin, Cork and Belfast; (g) Dublin and Cork; Ottowa.

9th Question—

Very hot—warm climate.

Large animals; Pyramids of Egypt.

Negroes, [entire answer,] wolves and bears.

10th Question—

Alsace and Lorraine. Thames, Rhine and Rhone.

Paris and Brussels. Elbe and Weser.

Thalsburg, Strasburg and Thiers.

11th Question.

- (a) The principal plateau of Asia is the Himalaya Mountains; plain is Arabia.
- (b) Plateau of North America is the Rocky Mountains.
- (c) Plateau of North America is Sitka; plain is Mexico.

- (d) Thibet is the largest plain of Asia ; Mexico of North America.
- (e) Mt. Elias is the principal plateau of North America.
- (f) Plateau of Asia is Siberia.

12th Question.

- (a) Raccoon and others ; climate moist; vegetations, cotton.
- (b) Animals are Australian austrich.
- (c) Animals are monkey, panther, bear.
- (d) Horses, sheep, wolves.
- (e) Climate is sallubirous.
- (f) Climate cold; no vegetation.
- (g) Squirrels and skunks.
- (h) Climate is middling; animals: alligators and tigers.

13th Question—

- (a) China has $\frac{1}{4}$ of as many inhabitants as the United States.
- (b) About the same.
- (c) Both smaller.
- (d) China is one-tenth as large as the United States; population, twice as great.
- (e) One city contains as many inhabitants as all the United States.
- (f) China has one-half as much population.
- (g) China is twice as large.
- (h) China is ten times as large.
- (i) Both smaller.
- (j) Fifty times larger.
- (k) Three times as large.

14th Question—

- (a) London, Paris, St. Louis, San Francisco, Philadelphia, New York, New Orleans, Mobile, Boston, Baltimore, Cincinnati.

- (b) Detroit, Edinburg, San Francisco, Boston, New Orleans, Savannah, Nashville, Des Moines, Pittsburg, New York.
- (c) Victoria in Australia, Astrakan in Russia, Breslau in Germany, Madrid in Spain, Constantinople in Turkey.

15th Question.—

Coffee in China; cotton in South America.

Indigo in London; India rubber in Vermont.

Caoutchouc in Arabia, Chili, Japan.

Coffee in China and France.

Silk in Paris and Frankfort.

Opium in Yeddo and Pekin.

READING AND WRITING.

The specimens of penmanship were satisfactory, and those from the Lincoln and Denman Schools, particularly good. The writing was credited very liberally, only eight boys and thirty girls being marked lower than 75 per cent.

On account of the number of studies pursued in the first grades, very little attention during the year was given to reading. The reading, with some few exceptions, was entirely *beneath* criticism. Not only were the pupils lacking in vocal culture and elocutionary art, but many of them mispronounced common words in simple prose. The reading of many of the first grade pupils was not equal to what might reasonably be expected of a fifth grade primary class. Further comment is unnecessary.

From the fact that, in many of the first grades, very little attention had been given to reading, credits were given on a very liberal scale. Of the boys, sixty-two were marked 75 per cent. or over. Of the girls, 176, 75 per cent. or over.

NATURAL PHILOSOPHY—FIRST GRADE.

Fifteen Questions—two Credits each.

1. What is the law of the attraction of gravitation ?
 2. What is meant by “ specific gravity ? ”
 3. What are the laws which govern the refraction of light ?
 4. What is the barometer, and who invented it ?
 5. Name the mechanical powers.
 6. How are waves caused ?
 7. What is the velocity of sound ?
 8. What are the principal effects of heat ?
 9. On what does the color of bodies depend ?
 10. What planets are exterior to the orbit of the earth ?
 11. What is the ecliptic ?
 12. How is the change of seasons caused ?
 13. What is the Galaxy ?
 14. What cause the tides ?
 15. What causes an eclipse of the sun ?
-

PHYSIOLOGY — FIRST GRADE.

Seven Questions—five Credits each.

1. (a) Of what are the bones composed ?
(b) What envelopes them ?
(c) What hold them together ?
(d) How many bones in the spine ?
(e) How many ribs in the human body ?
2. (a) Of what are the muscles composed ?
(b) By what attached ?
(c) To what attached ?
(d) By what inclosed ?
(e) Uses ?

3. (a) Name the layers of the skin.
(b) Functions of the skin ?
(c) What glands in the skin ?
(d) Divisions of the brain ?
(e) What membrane surrounds it ?
4. (a) Names of the cavities of the heart ?
(b) Names of the valves of the heart ?
(c) What are arteries ?
(d) What connect the veins and arteries ?
(e) How does the chyle enter the blood ?
5. (a) Function of the lymphatics.
(b) Functions of the lacteals.
(c) What are the chief agents of secretion in the body ?
(d) Of what two parts is blood composed ?
(e) What are the organs of respiration ?
6. (a) What is the function of the respiratory organs ?
(b) Name the vocal organs.
(c) Of what is the nervous system composed ?
(d) Into what two parts is the brain divided ?
(e) What are the special functions of the larger ?
7. (a) Name the parts of the eye.
(b) Office of the iris.
(c) Of what three parts is the ear composed ?
(d and e) Describe the auditory nerve.

On this paper, thirty-two girls and thirty boys gained 75 per cent. or over, and thirty-two girls and twenty-two boys less than 50 per cent.

Physiology was not counted in the graduation standard.

In natural philosophy the examination of the boys was exceedingly poor, not one gaining 75 per cent., and many of them obtaining only from 10 to 20 per cent. Their knowledge of the subject was next to nothing. Of the girls, thirteen gained 75 per cent., and 80 had less than 50 per cent.

FRENCH AND GERMAN.

An examination of the pupils from the Cosmopolitan Schools was held in French and German. As these studies were not included in the schedule for graduation, the work was carelessly done, and the results were very poor.

In French, no boys and two girls obtained 75 per cent.

In German, one boy and two girls gained 75 per cent. 30 boys in French, and 17 in German obtained less than 50 per cent. ; 31 girls in French, and 17 in German gained less than 50 per cent.

FRENCH.

1. Form the plural of *le lieu, le genou, le ciel, le bal, le nez, le beau-frère, le passe-partout, le général, heureux, le détail.*
2. Form the feminine of *doux, vif, complet, vieux, sujet, grec, appliqué, jaloux, faux, le premier.*
3. How are the ordinal numbers formed? Write out the first ten.
4. How are the adverbs formed? Give the adverbs of *franc, prudent, poli, bon and commun.*
5. Give a synopsis of the verbs *manger, remplir and attendre.*
6. Which are the possessive pronouns?
7. Give a synopsis of the verb *se tromper* in the simple and compound tenses.
8. Translate: We must work. This letter will be sent to the post-office. Which one of your horses have you sold? These apples are better than those. He will be ashamed.
9. Translate: Puisqu'ils sont pauvres et destinés au service militaire, n'est-ce pas la seule éducation qu'il faudrait leur donner? Assujettis à une vie sobre, à soigner leur tenue, ils en deviendraient plus robustes, sauraient braver les intempéries des saisons, supporter avec courage les fatigues de la guerre et inspirer un respect et un dévouement aveugles, aux soldats qui seraient sous leurs ordres.
10. Parse *faudrait, assujettis, deviendraient, sauraient*, and state why *aveugles* is in the plural number.

The following certificate will show the relative number of credits given to each study:

CERTIFICATE OF EXAMINATION FOR GRADUATION FROM THE GRAMMAR SCHOOL.

This certifies, that, has passed the examination for Graduation from a Grammar School and has attained the following percentage :

Perfect Standard.	Arith.	M.Ar.	Grm'r	Geo'y	His'y.	Rea'g.	Wrt'g	Spel'g	W'd Anal.	Cop'n	Total.	P cent req'd.
	30	10	60	30	30	15	15	30	30	30	300	75
Credits Obtained.												

Seventy-five per cent. is required for Graduation from a Grammar School and for Promotion to the High School.

SAN FRANCISCO, June 2d. 1871.

., Supt. Common Schools.

EXAMINATION OF OTHER GRADES.

During the month of May the principals were instructed to examine the second, third and fourth grades in reading, writing, composition and mental arithmetic. An examination in the other studies was held by means of a uniform set of printed questions prepared by the Deputy Superintendent.

The papers were examined and credited by the teachers of the several schools, no teacher being allowed to examine the papers of his own, or her own pupils. These papers were all returned to the office of the Superintendent, and during the vacation each package was opened, and three or four papers were examined by myself to test the accuracy of the marking. It was a wearisome task, but I gathered some valuable facts from the work.

It gives me pleasure to say that the work of the teachers was generally very honestly, faithfully and correctly performed. Occasionally a set of papers turned up where an undue anxiety to promote was evident from the crowding on of credits.

The following schedule shows the number of credits allowed to each study. The standard for promotion was made 75 per cent., but was afterwards reduced by allowing all over 70 per cent. to be promoted on trial :

Grade	Arith.	Men'l Arith.	Gr.	Geog.	Hist.	Read.	Writ.	Spell.	Word Anal.	Comp	Draw.	Oral Inst.	Total
1st..	50	10	60	30	30	15	15	30	30	30	—	—	300
2d...	50	10	60	30	30	30	20	20	20	20	10	—	300
3d..	50	10	60	50	—	30	20	30	20	20	10	—	300
4th.	50	10	—	40	—	20	20	30	—	20	10	—	200
5th.	50	10	—	40	—	30	20	30	—	10	—	10	200
6th.	30	—	—	—	—	20	20	20	—	—	—	10	100
7th.	30	—	—	—	—	20	20	20	—	—	—	10	100
8th.	30	—	—	—	—	20	20	20	—	—	—	10	100
9th.	20	—	—	—	—	20	10	10	—	—	—	10	70
10th.	10	—	—	—	—	20	10	10	—	—	—	10	60

SECOND GRADE.

The examination questions for this grade, in arithmetic and grammar, were intended to be thorough enough to establish a higher standard of promotion to the first grade, and to prevent the promotion of poorly prepared pupils. It is safe to assert that at least one half of the pupils in this grade last year properly belonged to the third grade.

In the Denman School, then under my charge, at the examination in May, 1870, 140 pupils gained the percentage for promotion to the first grade, one half of whom were unfit for it. In the lower grades more than one third of the pupils promoted were wholly unfit to be promoted. The classification of the school was utterly ruined, but as Principal I had no power to prevent it, and had to suffer it. The result was, hard work for the teachers, hard work for pupils, and poor results as a matter of course. The unfit pupils all failed this year, and are now placed where they belong. It is not the fault of the teachers, but of a system of examinations that aimed to crowd pupils forward without reference to thoroughness. The same was true of other schools.

In arithmetic, the 1st and 2d questions, requiring a *reason* for the operations, were answered by less than one tenth of the pupils, showing that they had been taught to work by *rule*, without understanding the *reasons*. The 11th question was answered by very few. The failures on the 13th and 14th questions were so numerous that the

inference was that the classes had a poor working knowledge of simple interest. Conclusion : *too much book work, and too little drill under the eye of the teacher.*

For several years pupils had been pushed forward on easy examinations and low percentages on trial, until the evil could no longer be endured. It was not a pleasant duty to put on the brakes, but it had to be done. Many teachers, and more parents complained about it, but the result will be good. The insane desire of teachers to promote every pupil in the class, fit and unfit together, doubtless has arisen from the attempt, for several years, to measure the ability of teachers by the number of pupils they promoted. It is to be hoped that this will no longer be made the test.

The promotion of whole classes on an average of 99 per cent. is a fallacy and a fraud.

The percentage for promotion was originally set at 75, but was afterward reduced by the Board to 70. The whole number examined was 695, of whom 206 were promoted on 75 per cent, and 85 subsequently on 70 per cent.

The questions were as follows :

ARITHMETIC.—SECOND GRADE.

[No credits whatever allowed, unless both answer and method are correct.]

Ten Questions—Two Credits Each.

1. Multiply five-sevenths by two-thirds, and write out an analytical solution.
2. Divide 6 by $\frac{2}{3}$, and explain the reason of the operation.
3. Multiply the decimal twelve thousandths by twelve hundredths, and divide the product by .0006.
4. Divide \$1.44 by 1.2.
5. Multiply $2\frac{1}{4}$ by $4\frac{1}{2}$ and divide the product by 1.25.
6. Greatest common divisor of 96, 120, 168.
7. Add five-twelfths, four-ninths, seven-fifteenths, three-eighths.

8. What is one-half of 1 year, 5 months, 3 weeks, 5 days, 3 minutes and 5 seconds.

9. In five-sevenths of a mile, how many rods, feet and inches.

10. What will 45,675 lbs. of wheat cost, at \$1.75 per hundred

Five Questions—Four Credits Each.

11. What per cent. of 4 is 5?

12. Write a Promissory Note.

13. Interest of \$425.75 from Jan. 15th, 1870, to May 14th, 1871, at 10 per cent. a year.

14. Interest of \$150 from December 15th, 1870, to May 15th 1871, at $1\frac{1}{4}$ per cent. a month.

15. What is the exact number of geographical miles in the circumference of the earth?

Two Questions—Five Credits Each.

16. How many pickets, each 3 inches wide, placed 3 inches apart, will it take to fence round a lot 4 x 10 rods?

17. A cubic foot of water weighs 62 lbs., 8 oz. What is the pressure on one square rod at the bottom of the sea, where the water is 1000 fathoms deep?

GRAMMAR.

The results in this examination showed a very limited knowledge of the construction and analysis of sentences.

In the 14th question, scores of papers parsed squirrels as an adjective, eyes as a noun, and askance as a verb.

In the 15th, music was generally placed as the subject of drowns, and very few seemed to understand the meaning of the couplet. Hundreds of pupils obtained less than 20 per cent. of credits, and scores less than 10 credits.

GRAMMAR.—SECOND GRADE.

Ten Questions.—Two Credits Each.

1. Write a complex interrogative sentence, and a compound declarative sentence.

2. Mention two ways of forming the plurals of nouns, and give examples.

3. Principal parts of the following verbs: break, do, work, drink, bend, fly.

4. What is meant by the rule: "A finite verb must agree with its subject in number and person."

5. Synopsis of the verb *go*, in the Indicative Mood, Third Person, Singular Number, Interrogative Form.

6. Conjugate the verb *go* in the Indicative Mood, Present Tense, Ancient Form.

7. Write a sentence containing a relative pronoun, in the objective case, and tell what kind of a sentence it is.

8. Write a sentence containing the verb *sit* used in the Future Perfect, or Second Future Tense; one containing the verb *lie* in the Past Perfect Tense.

9. Correct the following sentences, and give the reasons for correcting—(No credits allowed unless the reasons are given): "My brother is older than me." "The people will not relinquish its rights."

10. Correct the following sentences, and give the reasons for correcting—(No credits allowed unless the reasons for correcting are given): "There was no boys at the party." "They thought it was me."

11. (6 Credits.) Correct the spelling, punctuation, capitals and grammatical errors, in the following paragraph:

"But thou thyself moveth alone who can be a companyun of your course the oaks of the mountains falls the mountains themselves decay with years the ocean shrink and grow again the Moon himself is lossed in Heaven but thou art forever the same rejoising in the briteness of thy coarse."—Willson's Int. Fourth Reader, Lesson 82.

12. (2 Credits.) Write a list of the predicate verbs in the preceding paragraph, and place before each verb its appropriate subject.

13. (2 Credits.) How many principal clauses, or independent propositions, in the whole paragraph.

14. Correct and punctuate the following stanza:

(a. 2 Credits.)

“ the cricket chirps all day

“ oh, fairest summer stay”

the squirrel eyes askance the chestnuts browning

the wild-Fowl fly afar

above the foaming bar.

and hasten southward ere the skies is frowning.”

(b. 2 Credits.) What kind of a sentence is this stanza, and why?

(c. 2 credits.) What is the object of chirps?

(d. 2 Credits.) Parse eyes.

(e. 2 Credits.) Parse askance.

15.

“ The years are heavy with weary sounds,

And their discord life's sweet music drowns.”

(a. 2 Credits.) What kind of a sentence is the preceding, and why?

(b. 2 Credits.) Parse drowns.

(c. 2 Credits.) Parse music.

(d. 2 Credits.) Transpose the couplet into the order of a prose sentence.

(e. 2 Credits.) Express the thoughts contained in these two lines in plain words, without figurative meaning.

16. Mr. and Mrs. Nutcracker were as respectable a pair of squirrels as ever wore gray brushes over their backs. “ Depend upon it, my dear,” said Mrs. Nutcracker, “ that fellow must be a genius.”

One Credit Each.

- (a) What kind of a sentence is the first?
 - (b) What is the subject of wore?
 - (c) In what case is pair?
 - (d) What kind of a sentence is the second?
 - (e) What is the subject of depend?
 - (f) In what mood is must be?
 - (g) Subject and predicate of the principal proposition in the second sentence.
 - (h) What is the object of said?
 - (i) Parse that.
 - (j) Parse genius.
-

HISTORY.

The questions were general in their character, touching only on prominent points of history. Some pupils failed to obtain a single credit, and large numbers gained only from 5 to 10 per cent.

The papers like those of the first grades, gave evidence of the singular confusion of ideas which inevitably results from the indiscriminate memorizing, in daily lessons, of the whole text book.

The manner in which historical events are mixed up with fragments of memorized sentences, all wrong, is both amusing and instructive. A kaleidoscope cannot present the colored bits of glass in more fantastic and varied forms, than these answers present anachronisms of history.

HISTORY—SECOND GRADE.

Fifteen Questions—Two Credits Each.

1. For what events in the history of the Revolution is Philadelphia distinguished? New York?

2. For what events in the history of the Revolution is Boston distinguished? Savannah?
3. When, where, and to whom did Lord Cornwallis surrender?
4. Name four Battles in the Revolution in which the Americans were victorious; four in which they were defeated.
5. Where is Valley Forge, and for what event in the Revolution is it noted? Ticonderoga, and for what noted?
6. What was the Continental Congress, where did it meet, and who were its leading members?
7. Who were the most prominent men that took part in the Revolution, from the State of Virginia? Massachusetts? New York? Pennsylvania?
8. In what wars was Quebec captured, and by whom?
9. In what wars was Louisburg captured, and by whom?
10. In what war was Washington first engaged, and what was the most important expedition of that war?
11. What places in the present boundaries of the United States were originally settled by the Spanish? the French? the Dutch?
12. What were the two most important early Colonial Settlements, and when and how were they made?
13. Name four Colonial Wars, and one event in each.
14. Name an English, a Dutch, a Spanish an Italian discoverer.
15. Name four distinguished men connected with Colonial Settlements; four distinguished Generals of the American Revolution; two Statesmen; one Financier; one Foreign Minister; and one Traitor of the Revolution.

GEOGRAPHY—SECOND GRADE.

Fifteen Questions—Two Credits Each.

1. Mountain ranges, three principal cities and population of California.

2. (a) Name four principal mountain ranges ; (b) four principal rivers; (c) four principal cities; (d) four principal bays, of the United States.

3. What are the characteristics of that part of the United States lying between the Rocky Mountains and the Sierra Nevada ?

4. Why is the Great Salt Lake in Utah filled with salt water instead of fresh ?

5. Name two States that excel in each of the following products: (a) Cotton. (b) Tobacco. (c) Coal. (d) Indian Corn.

6. What natural division of the United States is the most fertile ?

7. Name the four principal sea-ports of the United States.

8. What are the vegetable products and exports of South America ?

9. Why has Africa fewer rivers than South America ?

10. (a) Name two mountain ranges, (b) four principal rivers, and (c) four principal cities of Asia. (d) Four principal seas.

11. What articles are exported from India ?

12. (a) What countries produce Tea ? (b) Coffee ? (c) Cotton ? (d) Sugar ?

13. (a) Where is Melbourne ? (b) Honolulu ? (c) Yokohama ? (d) Calcutta ?

14. (a) Name the four principal cities, (b) four principal rivers, (c) four principal straits, (d) four principal seas of Europe.

15. (a) Where is the Yukon River ? (b) Humboldt River ? (c) San Diego ? (d) Sitka ?

The results in the study were about the same as in the examination of the First Grades.

SPELLING.

On the words selected from the speller, the pupils did fairly; but, on the easier words in common use given in the paragraph from the reader, the number of failures was very large. The spelling was best in classes that had given the most careful attention to writing compositions. In word analysis, the result was satisfactory.

SPELLING—SECOND GRADE.

Twenty Words—Half a Credit Each.

- | | |
|----------------|-----------------|
| 1. Shandeleer. | 11. Pernishus. |
| 2. Mashene. | 12. Synonym. |
| 3. Relief. | 13. Tirrannize. |
| 4. Sferical. | 14. Tommyhock. |
| 5. Retreeve. | 15. Musilage. |
| 6. Fasecious. | 16. Desicive. |
| 7. Tecknicle. | 17. Cristalize. |
| 8. Reccomend. | 18. Exhibit. |
| 9. Clenlynes. | 19. Morallize. |
| 10. Acheeve. | 20. Solemly. |

Ten Credits.

Correct the spelling and the capital letters of the following paragraph. (Half a credit off for each mis-spelled word, but the total of errors not to exceed ten.)

Portions of our Country have occasionally been overrun with swarmes of miscaled Grasshoppers, which are only species of Locusts, but little less destructive than the Migratory locusts of the east. The name *locust* which is derived from the latin, and means "a burnt place," is highly expressive of the desolation caused by these insects. So well do the arabians know and feel the power, that one of their poets represents a locust saying to mohammed: "We are the army of the great god." Numerous reptiles such as snaiks, turkles, lizzards, frogs and todes, also feed upon them—Willson's Int. 4th Reader, p. 276.

WORD-ANALYSIS—SECOND GRADE.

Ten Words—Two Credits Each.

- | | |
|-----------------------|---|
| 1. Uninflammableness. | 7. Heedlessness. |
| 2. Incompressibility. | 8. Refluent. |
| 3. Illegible. | 9. From five words using the root <i>dico</i> . |
| 4. Suppressing. | 10. Form twenty words using the word <i>press</i> . |
| 5. Conversion. | |
| 6. Reappearance. | |

READING AND WRITING.

The penmanship was generally good, and most of the classes were marked by Principals over 75 per cent.

The reading was generally marked over 75 per cent; probably as in the first grades, on a liberal construction,

In drawing, near all were marked 90 per cent. or 100 per cent. on a very liberal scale. In some schools, composition was generally credited 90 or 100 per cent., on a liberal construction.

Had the arithmetic and grammar been easy, most of the pupils in the second grade would have been crowded through on a liberal construction.

EXAMINATION OF THIRD GRADES.

In this grade 1079 pupils were examined, of whom 448 were promoted on 75 per cent., and 112 on 70 per cent. subsequently.

Reading, writing and composition were all liberally credited, generally, over 75 per cent. Arithmetic was the stumbling block of this grade. In many classes, there were from 5 to 10 pupils who failed to obtain one single credit, and many more who only gained 2 credits out of 50. It is evident that they were out of their grade. In one class, 14 gained less than 8 credits out of 50, and 5 made a complete failure.

The questions are not difficult; they only require a little thought.

In this grade, the pupils are expected to gain some knowledge of fractions.

I do not remember to have seen a single paper in which the second and third questions were correctly answered. It was evident that they had been taught blindly by *rule*.

Too much text-book, too little drill, and no analysis, are the defects written all over these papers. The method of teaching is radically wrong.

Here are the questions:—

ARITHMETIC.—THIRD GRADE.

[No Credits whatever allowed, unless both method and answer are correct]

Ten at Two Credits Each.

1. Five-sixths plus three-eighths plus seven-twelfths, minus three-tenths.
2. Divide 8 by $\frac{3}{4}$, and explain the reason of the operation.
3. Multiply 24 by five-sixths, and explain the reason of the operation.
4. Multiply four ten-thousandths by six-hundredths and divide the product by three-tenths.
5. Divide five dollars by half a cent.
6. From one rod take one inch.
7. How many square rods in 20 acres of land?
8. How much will 10 tons of wheat cost at $1\frac{1}{2}$ cents a pound?
9. How many cubic inches in a box 12.6 feet long, 6.02 feet wide and 2.4 feet high?
10. If three-fourths of a piece of land cost \$6000, how much will one-eighth of it cost?

Five at Four Credits Each.

11. You sell to John Doe, on the 1st of May, 1871, 20 lbs. of sugar, at $15\frac{3}{4}$ cents a pound; 25 lbs. of coffee, at $21\frac{1}{2}$ cents a pound; 11 lbs. of tea, at $87\frac{1}{2}$ cents a pound: Make out the bill?
12. What is $13\frac{3}{4}$ per cent. of 837 pounds of iron?
13. How many yards of cloth, $\frac{7}{8}$ of a yard wide, will line $23\frac{1}{4}$ yards that is $1\frac{1}{4}$ yards wide?
14. A drover bought 69 beeves at \$28.75 a head, and sold 42 of them at \$36.50 a head, and the rest at \$37.75 a head: How much did he gain by the transaction?
15. An embankment 12 feet high and 4.5 feet thick contains 6000 cubic feet: How long is it?

Two at Five Credits Each.

16. Allowing that 4 persons can stand on 1 square rod of ground, how many persons can stand in a street 15 rods long and 35 feet wide?

17. 176179 square inches are what units of a higher denominations?

GRAMMAR.—THIRD GRADE.

Twenty Questions—Two Credits Each.

1. Name and define the two leading parts of speech.
2. Write and analyze a simple sentence.
3. Define a personal pronoun; a conjunction.
4. Decline the pronouns *me* and *her*.
5. Compare *little* and *more*.
6. Write a sentence containing an adjective, a noun, a verb and an adverb.
7. Analyze it.
8. Parse each word.
9. Give a synopsis of the verb *be* or *am* in the Indicative Mood, First Person.
10. Conjugate the verb *be* in the past tense.
11. Name two ways in which the plural of nouns is formed, and give examples.
12. Form the possessive plural of *woman*; of the pronoun *he*.
13. Compare good, more, skillful, ready.
14. Write a compound sentence.
15. Synopsis of the verb *love* in the Indicative Mood, Third Person, Singular Number.
16. Principal parts of *do*, *go*, *write*, *shine*.
17. Write a sentence containing a transitive verb.
18. Write a sentence containing a verb in the passive voice.

19. When is the article *an* instead of *a*?
20. Analyze the sentence: "Pupils who study will improve."
21. (4 Credits.) Correct the spelling, punctuation, capitals and the grammatical errors of the following paragraph:

"George jones was a idle boy he did not love to study the teacher of the schule often told him if he did not study diligently when young he would never succede well george wood often go to skool without haveing maid any prepparasion for his mourning lessun and when called to resite he would make so menny blunders that the rest of the class could not helf laffing at him."—Willson's Third Reader, page 66.

22. Write a list of all the nouns in the preceding sentence.
23. (2 Credits.) Write a list of all the verbs.
24. (2 Credits.) Write a list of all the adjectives.
25. (5 Credits.) Correct the following stanza of poetry:—

THE CAMEL.

"Cammel thou art good and mild
 dosile as a little child
 thou was made for usefulness
 men to comfort and to bless
 thou doth clothe him thou do feed
 thou does lend to him your speed."

—Willson's Third Reader, page 207.

26. (5 Credits.) Change the preceding stanza into a paragraph of prose.

Some classes gained a high per cent. on these questions, showing good teaching; others made wretched work. The 21s question was not well answered, showing that practical spelling, punctuation and the use of capitals had not received sufficient attention.

In spelling, most of the failures were made in the paragraph from the reader.

The questions in geography were fairly answered. The work in word-analysis was good.

S P E L L I N G .—T H I R D G R A D E .

One credit for correct spelling, and one for the correct use of each word in a sentence.

- | | |
|----------------|------------------|
| 1. Aukward. | 6. Callico. |
| 2. Gauge. | 7. Handkerchief. |
| 3. Repreive. | 8. Acquited. |
| 4. Sirkit. | 9. Saleable. |
| 5. Outragious. | 10. Merryer. |

Ten credits. One-fourth of a credit off for each mis-spelled word and each misplaced capital.

Correct the spelling, punctuation and capitals :

Amung the monkies of the old world their is a great variety in shaip and size. the Monkies near the cape of good hope offen descend from the mountains into the planes to pilage gardens and when they are on these expedishuns they plase centinells to guard agenst Surprize. the american monkeys wich are found in grate numbers in the forrests of south america difer very much from those of asia and africa whitch we have allready discribed."—Willson's Third Reader.

G E O G R A P H Y .—T H I R D G R A D E .

Twenty-five Questions—Two Credits Each.

1. When and by whom was North America discovered, and after whom was it named ?
2. Into what sections are the United States divided, and how many States in all ?
3. (a) Name the largest city of the Eastern States. (b) Of the Southern States. (c) The Pacific States. (d) The Western States.
4. What are the two great mountain ranges of the United States, and into what natural regions do they divide the country ?

5. (a) Name the three great rivers of South America. (b) The two principal cities. (c) Two mountain ranges. (d) The great plains.
 6. Name the most important exports of Brazil.
 7. (a) Name four of the principal cities of Europe. (b) Four mountain ranges. (c) Four rivers and (d) Four seas.
 8. Name the most powerful four countries of Europe.
 9. What law in Prussia respecting the attendance of children at school?
 10. Name five seas in and around Europe, and two capes.
 11. For what is Asia noted?
 12. What is the most populous country of Asia? Largest city?
 13. Name four great rivers and two mountain chains of Asia.
 14. For what is Africa noted?
 15. What two large cities in Australia?
 16. What is latitude?
 17. Name the zones.
 18. Name four of the principal planets.
 19. How is the change of seasons caused?
 20. What is the distance of the earth from the sun?
 21. What is the length of California? The breadth?
 22. What are the principal valleys in the State?
 23. What are the four principal cities?
 24. Where was gold discovered in California?
 25. Principal exports of California?
-

FOURTH GRADE.

In this grade 1360 were examined, of whom 508 were promoted on 75 per cent, and subsequently 108 on 70 per cent.

The paper on arithmetic was not an easy one, and the results were not good.

As in the third grade, many pupils made an entire failure, being marked zero. In one class of 50 pupils, 26 pupils received 4 credits or less out of 50 credits, full standard; and 5 pupils failed to obtain a single credit. In another class 8 pupils obtained less than 4 credits; 10 less than 12, and 4 got nothing at all. In a third class of 56 pupils, 48 gained less than 8 credits; 6 only 2 credits, and 8 no credits. In a fourth class, 21 gained less than 8 credits.

As in the third grade, this failure must have been partially owing to wrong methods of teaching. It seems impossible that such absolute ignorance of the subject could exist, and yet the record is written, and the figures do not lie.

If the fault is owing to text-book work, it would be better to burn the text-books and ask the teachers to teach arithmetic.

ARITHMETIC.—FOURTH GRADE.

No credits whatever allowed, unless both method and answer are correct. No credits for approximate answers.

Ten at Two Credits Each.

1. Divide 10108207 by 179.
2. Add two-sevenths, three-fifths, one third.
3. Multiply 21 by four-sevenths, and explain the reason of the operation.
4. Divide 1.44 by .12, and multiply the quotient by the decimal three thousandths.
5. Divide \$50 by $6\frac{1}{4}$ cents.
6. Multiply $2\frac{1}{2}$ by $2\frac{1}{2}$, and divide the product by 2.5.
7. How many square yards on the floor of a room 25.5 feet long and 20.5 feet wide?
8. A box containing 1728 cubic inches is 12 inches wide, and 4 inches high: How long is it?

9. How many feet in 7 miles, 108 rods, 3 yards, 1 foot?
10. Reduce 1,001,100,100 cubic inches to higher denominations.

Five at Four Credits Each.

11. From one hundred and one subtract one hundred one millionths.
12. What is the product of six hundred twenty-five thousandths by forty-eight hundredths?
13. If the interest on \$1 for 1 year is \$.10, what is the interest on \$25.50?
14. Into how many building lots, each containing .25 of an acre, can 5 acres be divided?
15. A house agent rents 7 tenements at \$1.12½ a week, 5 at \$1.25 a week, 11 at \$1.50 a week: What do the rents amount to in a year?

Two at Five Credits Each.

16. What will 3 miles of telegraph wire cost at 5 cents a foot?
17. A man bought a farm, containing 125 acres, for \$2,562.50; For how much an acre must he sell to gain \$1,250?

GEOGRAPHY.—FOURTH GRADE.

Twenty Questions—Two Credits Each.

1. Name the oceans.
2. What is a republic?
3. Name the largest river, lake, sea, and city in the world.
4. Largest gulf and bay in North America.
5. What Europeans made discoveries and settlements in North America?
6. What can you say about Cortez?

7. How many States in the United States and which is the largest?
8. Name four great rivers in the United States.
9. The two largest cities in the United States.
10. How long did the war of the Revolution last and when was the Declaration of Independence made.
11. Where is the Mississippi Valley?
12. Principal agricultural products of the United States.
13. What is the largest city in the Southern States.
14. Where is Chicago?
15. Name a State noted for each of the following products:
(a) gold; (b) cotton; (c) sugar; (d) silver.
16. Name and locate the largest city in the United States.
17. Largest city, lake, river and bay in California.
18. Name the bay counties.
19. What is the highest mountain peak in the State?
20. Name the cities and towns situated near the bay of San Francisco.

SPELLING.—FOURTH GRADE.

One credit for the correct spelling of each word, and one for its correct use in a sentence.

- | | |
|---------------|----------------|
| 1. Beleef. | 6. Cureable. |
| 2. Babboon. | 7. Differing. |
| 3. Forhead. | 8. Malishus. |
| 4. Programme. | 9. Conceit. |
| 5. Phrigid. | 10. Phisycian. |

Correct the spelling, punctuation and capitals. (Ten credits.
One-fourth of a credit off for each misspelled word
and each misplaced capital.)

“the knowing quadrupeds witch are so named on account of
the peculiar Character of there front teath, or incizers are

formed for feeding upon the harder kinds of vegetable matter such as nuts and grane and the rutes and twigs of Trees this divizion of animals, includes the Squirrels beevers, Marmots porcupines Rats and Mice the Cavies or guinea pigs of south america and the Rabits and hairs."—Willson's Third Reader, page 231.

EXAMINATION OF PRIMARY GRADES.

The examination of primary schools was mainly oral, and was committed almost entirely to the Principals of those schools.

The examination of the 7th, 8th, 9th and 10th grades was conducted wholly by the principals. In the sixth grade, printed questions were given in arithmetic and spelling; and in the fifth grade printed questions in arithmetic, geography and spelling. The oral examinations were generally conducted in a satisfactory manner, and a much better classification was secured than by the old method of printed questions and the interchange of teachers.

FIFTH GRADE.

In this grade 1856 pupils were examined and 762 promoted.

ARITHMETIC.

The examination of the fifth grade in arithmetic was not satisfactory in all respects. Among the hundreds of papers which I examined, I do not remember a single instance in which a correct answer was given to the 1st and 3d question. In some classes, from 10 to 20 did not receive more than from 2 to 5 credits on the whole paper. In one school, out of 160 5th grade pupils, 68 received less than 10 credits or 20 per cent., and 17 received zero. In another school, in one class of 50 pupils, 38 received less than 10 credits or 20 per cent, and 12 only 2 credits or 4 per cent.

Either the pupils were badly graded, or there was some defect in teaching.

The text-book used was so large and the examples were so long, that most of the year was taken up in "getting through it;" consequently no time remained for teaching arithmetic, and drilling on principles.

ARITHMETIC—FIFTH GRADE.

[No credits unless both method and answer are correct. No partial credits for approximate answers.]

Ten at Two Credits Each.

1. Add 17 to 98. Why do you carry the left hand figure after adding 8 and 7?

2. Subtract 59 from 86 and explain the reason of the operation.

3. Divide 842 by 3 and explain why you suppose the remainder of each separate figure to be placed *before* the next succeeding figure.

4. From ten thousand and eighty-two take one thousand and nine.

5. 47 plus 35 plus 97 plus 85 plus 92 plus 7 plus 109 = how many?

6. Multiply 1057 by 309.

7. Multiply 25 by 48, and tell what denomination is obtained in multiplying 2 by 8.

8. Divide 378000 by 12000.

9. Divide one by two.

10. Divide 7831 by 15.

Five at Four Credits Each.

11. Multiply 45125 by 2500.
12. From one and two-tenths subtract five-thousandths.
13. If 56 knives cost 336 dollars, how much will 57 knives cost?
14. How many pounds of sugar, at 15 cents a pound, will a man receive in exchange for 1000 pounds of wheat, at 2 cents a pound?
15. How much will a baker receive for 48 pounds of crackers, at 14 cents a pound, and 128 loaves of bread, at 9 cents a loaf?

Two at Five Credits Each.

16. If 33 pickets are used in building one rod of fence, how many pickets will be used in building a fence around a lot 16 rods long and 15 rods wide?
17. How many times can 114 be subtracted from 2622?

MENTAL ARITHMETIC.

Five questions, two credits each, to be given orally, as directed by the Principal.

S P E L L I N G .

As a general rule the spelling of the somewhat difficult tabulated words from the speller, was good; but the spelling of common words in the paragraph from the reader was exceedingly bad.

SPELLING—FIFTH GRADE.

Half a credit for the correct spelling of each word, and half a credit for its correct use in a sentence.

- | | |
|--------------|--------------|
| 1. Deafnes. | 6. Elefant. |
| 2. Mufin. | 7. Aligator. |
| 3. Alchohol. | 8. Musquito. |
| 4. Shaveing. | 9. Sypress. |
| 5. Theives. | 10. Liveing. |

Twenty credits. Half a credit off for each word wrongly spelled and each misplaced capital.

"How meny catterpillers there are this summer said Willie brown what dissagreable uggley things they are to—they were not hear last month but now they are all over the trees and on the ground as thick as flys where did they all come from !

Willie was so delited with his buterfly that he ran and called uncle john and aunt mary to come to sea it, uncle john told willie that this kind of buterfly was named berenice after a queen of syria who was celebrated for her buty."—Willson's Reader.

G E O G R A P H Y .—F I F T H G R A D E .

Twenty Questions—Two Credits Each.

1. What are the natural divisions of land ?
2. What is the largest city on the Western Continent ?
3. Principal river and mountain range in North America?
In South America ?
4. What great mountain range in Asia ? And what sea
north of Africa ?
5. Who discovered North America, and when ?
6. What wild animals are found in North America ?
7. In what does Pennsylvania excel every State in the Union?
California ?

8. What are raised in the Western States?
 9. What States produce cotton and sugar?
 10. Name three great rivers of South America? Two capes?
 11. Largest country and largest city of South America?
 12. Principal productions of South America?
 13. Largest city of France, Prussia, Russia, Austria.
 14. What is the most populous Empire in the world, and what is its Capital?
 15. What two great rivers in Asia?
 16. For what is Africa noted?
 17. Mention four islands in the Pacific Ocean.
 18. Bound California.
 19. (a) What are the two principal rivers of California?
(b) Two mountain ranges. (c) Two cities.
 20. Where is Yreka? San Diego?
-

SIXTH GRADE.

In this grade 1951 pupils were examined and 1447 promoted. The only written papers were arithmetic and spelling.

In arithmetic I did not find a single paper in which the answer was given to the 1st question, requiring the reason for carrying the left hand figure in addition. The 2d was answered by very few. The 4th was not explained.

In some classes more than one-half obtained less than 50 per cent.

ARITHMETIC—SIXTH GRADE.

Ten Questions—Two Credits Each.

1. Add 45, 37, 29, 64, 87, and explain why you carry the left hand figures after adding the right hand column.

2. Multiply 245 by 5 and tell what denomination is obtained in multiplying each figure of the multiplicand.
3. Multiply 45426 by 8.
4. Divide 34 by 2, and explain how it is done.
5. From 1041 subtract 242.
6. Add 25 dollars and 75 cents; 110 dollars and 20 cents; 5 dollars and 9 cents; 1000 dollars and a half a cent.
7. A man paid \$3,478 for a farm; \$1,117 for live stock; \$635 for farming implements; \$423 for grain and seeds, and \$189 for repairing fences and buildings. How much did he expend in all?
8. If 6 pounds of sugar cost 60 cents, what will 9 pounds cost?
9. How many tons of hay, at 6 dollars a ton, will pay for 8 yards of cloth at 3 dollars a yard?
10. When flour is 7 dollars a barrel, how many barrels can be bought for 63 dollars?

MENTAL ARITHMETIC.

Five questions, two credits each. To be solved mentally by the pupils. Questions as directed by the Principals.

SPELLING.

The spelling of the tabulated words from the speller was generally good; but the paragraph from the Reader was neither well spelled, nor well punctuated.

The writing in many of the classes of this grade was excellent.

In the 5th grades, also, the writing was generally fair, and in some classes remarkably good.

S P E L L I N G — S I X T H G R A D E .

Half a credit for the correct spelling of each word, and half for its correct use in a sentence.

- | | |
|---------------|---------------|
| 1. Wheelrite. | 3. Cheeftain. |
| 2. Shakeing. | 4. Pirramyd. |
| 5. Cubboard. | |

Correct the spelling, punctuation and capitals. (Fifteen credits. One-fourth of a credit off for each word wrongly spelled.)

“But collars are common things sed his mother the most common things in the world for evry thing that you sea has sum collor by which it may be described. we speak of grean redd ruset and yelow apples. Blew plums purpel clusters of graips crimzon Cheeks Rubey lipps ollive colored complexion blonds and Brunetts flours of redd blew roze pink violett Scarlet crimzon lilack etc. the azzure sky awburn hare chestnut bay and sorrel horses but gray and brown cotes and these are all common things that people are every day talking about.”—Willson’s Second Reader, p. 153.

STATISTICAL SUMMARY OF EXAMINATION AND PROMOTION—1870-71.

High Schools—Graduates.....	56
Grammar Schools—Graduates.....	129
Primary Schools—Promoted.....	6,851
Total.....	7,036

PROMOTIONS OF PUPILS BY GRADES—1870-71.

Grammar Grades.	Examined.	Promoted. Per cent of Prom.
1st grade.....	434	129.30
2d “.....	695	291.42
3d “.....	1,079	560.51
4th “.....	1,360	616.45
Total.....	3,568	1,596 45

PRIMARY GRADES.

5th grade	1,856	762.40
6th "	1,951	1,447.72
7th "	1,741	1,318.75
8th "	1,674	1,425.85
9th "	1,238	1,047.85
10th "	1,861	1,552.87
Total.....	10,321	6,851.66
Grand Total.....	13,889	8,447

GIRLS' HIGH SCHOOL.

Senior Class—Graduates.....	36	36
Middle Class.....	51	32
Junior Class.....	83	62
Total.....	170	130
Boys' High School—Graduates.....		20

EXAMINATION OF HIGH SCHOOLS.

An informal examination of some of the classes in the High Schools was held near the close of the term, by the following invited examiners from the State University :

Prof. Soule, Mathematics ; Prof. Swinton, Rhetoric ; Prof. Carr, Natural Philosophy ; Prof. Pioda, French and German ; Prof. Kellogg, Latin and Greek ; Prof. Tait, Latin and Greek ;

The Boys' High School was visited by Professors John and Joseph Le Comte.

A. L. Fitzgerald, Deputy State Superintendent, examined several classes in algebra in the Girls' High School, and Prof. Herbst examined the classes in French.

Prof. Price examined the classes of boys in Chemistry. Mrs. Carr examined classes in Botany.

The reports of these examiners were favorable to the standing of both High Schools.

In the Girls' High School two classes failed to be promoted—the result of being admitted on too low a standard.

In the Girls' High School 87 pupils were admitted regularly in July, 1871, and 30 on trial. In the Boys' High School, 18 regularly, and four on trial.

EVENING SCHOOLS.

The evening schools are in good condition. They were somewhat broken up by the burning of the Lincoln School building in February, but many of the classes continued full to the end of the year.

The classes in Drawing have made good progress. They deserve to have every convenience extended to them.

By the new regulations, the evening schools are made a permanent part of the school system.

THE NEW COURSE OF STUDY.

The new course of study was proposed previous to the annual examination. It was my positive conviction that the old course carried too much dead weight; that it required more than could be thoroughly taught; and hence the new course omitted many of the surplus things required in the old. The results of the examination proved conclusively the correctness of this opinion.

In the new course the work of the first grades is materially reduced. Physiology and Philosophy have been stricken out of the course; not because they are not valuable studies, but because other studies are more important.

The Grammar Schools are not provided with apparatus, and no instruction whatever is preferable to the study of Natural Philosophy, without experiments.

The larger Speller has been dropped, because a book on Word-Analysis is both a speller and definer, and doubling up on one branch with two text books was not in accordance with common sense. In all the grammar grades the large Speller was discontinued, and its place supplied by a book on Word-Analysis, which teaches the formation, meaning and use of a word in connection with its spelling—a rational way of learning orthography. Extensive exercises in spelling are to be taken from the Readers, and the remainder is provided for in compositions and written examinations. Because a nominal “Spelling-Book” is dropped, it does not by any means indicate that less attention is to be paid to this important part of an education.

In the 3d and 4th grades the use of Mark’s Elementary Geometry has been discontinued, thus reducing the time of study by at least fifteen minutes a day, without any material loss to the pupils.

The introduction of Geometry into the lower grades of Grammar schools was an experiment; and after a costly trial of two years, the almost unanimous verdict of teachers, parents and children, has pronounced it a failure.

A somewhat complicated course of oral instruction in the old course has been left out altogether, because it had proved a wearisome failure.

Provision is made for memorizing less of the text-books in Geography and History, and Oral Grammar precedes the use of the text-book by two years.

In the primary grades the oral instruction has been greatly reduced and simplified, and in the lower grades there is more reading and less arithmetic.

One arithmetic is used through the whole course. An opportunity is offered in the new course for teachers to cut loose from the pages of text-books, and to exercise their own skill and judgment. It is to be hoped that they will improve it, for the slavish teaching of text-books has greatly enfeebled the mental habits of our school children.

One of the most valuable and important features of the new

course is the instruction in music. The general plan is like that recently introduced into the schools of Boston, Cincinnati, Philadelphia and some other cities. The teacher of each class is held responsible for a certain specified amount of instruction, which is to be given by the aid of charts and music readers.

The introduction of the new course in music has been greatly aided by a visit from Prof. L. W. Mason, Superintendent of Musical Instruction in the primary schools of Boston, and author of the music books and charts—who came out here at his own expense, and devoted a month of untiring work in explaining his methods of instruction. His visit will long be remembered with pleasure by pupils and teachers. An enthusiast in music, he infused his own *spirit* into the schools.

Under the old course of instruction, the three music teachers were occupied almost exclusively in the Grammar grades. The primary classes sang songs by *rote*, but received no specific instruction.

The music teachers now will have the general direction of the instruction in music, but the teacher of each class is held responsible for results. I cannot better present the importance of this branch of instruction, together with the plan of it, than by quoting from an exceedingly interesting Address, read at a meeting of the American Social Science Association, by J. Baxter Upham, M. D., Chairman of the Committee on Music of the Boston schools.

Can music, in its elementary and simpler forms, be generally taught in the common schools of our land? Can it be taught effectually and at the same time economically? And if so, how can it be done?

In reply to the first two branches of this inquiry, I say, unhesitatingly, yes. It can be taught as universally and as effectually as reading, writing, geography, or arithmetic. For proof of this it is only necessary to drop in at any of the public schools in Boston, in Salem, in Lowell, and some other of the larger towns in this commonwealth, and examine the pupils in music and the other studies I have named (so far as they have been pursued), and the proficiency of the pupils in music will be found as good as in anything else

That it can be taught as economically as the other branches, will appear when I state that the cost per scholar need not be greater than the price of the text-book which is required in reading, in writing, in geography, or in arithmetic; the only condition for this economy being, as I shall state more particularly further on, that a town or group of towns shall be large enough to allow the employment, at a reasonable salary, of a person competent to set in operation and generally to direct the plan of musical instruction.

In answer to the latter party of the inquiry: How can these results be attained?—I will attempt to describe, in a few words, the plan of musical instruction, as at present carried on in the public schools of this city, it being allowed upon competent and impartial testimony that the plan as here adopted is, on the whole, satisfactory and successful.

The chief points of this plan have been briefly and correctly stated by Mr. Philbrick in his last semi-annual report to the School Board. "On entering the primary school at five years of age," says this report, "the child is at once taught to produce musical sounds, and to sing little pieces adapted to his capacity. From this point the course of musical instruction is continued by an easy and just gradation all the way up through the primary, grammar and high schools." "There are two features of the system," continues Mr. Philbrick, "which produce a strong impression upon the minds of competent visitors from other States and countries—the thorough scientific training imparted to the pupils, and the provision requiring the instruction to be given mainly by the regular school teachers, aided and superintended by a limited corps of professional teachers of music."

At first but very little is done with text-books. A black-board, a piece of chalk and a pointer are the implements mostly required. Very soon a series of charts is had recourse to, by which the teacher fixes the attention of the pupil upon the signs and characters employed in musical notation, and leads him by gentle and progressive stages up to the point at which it is as easy for him to read at sight and express in singing tones a musical phrase upon the staff, as to understand and articulate in words a paragraph in his School Reader.

The organization of the musical department of the Boston Public Schools is now as follows:

The general control and supervision of the whole plan of musical instruction rests upon one responsible head, who is called the Supervisor of Musical Instruction in the Boston Public Schools, etc., whose duty it is to exercise a similar care and responsibility over the whole musical department of our educational system to that now exercised by the master of a grammar school over the various classes in the district under his charge. He is at the same time teacher of music in the high schools. The grammar department, which, under the new arrangement in gradation, consists of six classes in each school, is under the charge of three professional teachers of music, each of whom is responsible for the teaching in two of the classes of the same grade in all the schools of the city, with the exception of those in the newly-annexed district of Dorchester. The primary schools are in like manner placed under the charge of one professional teacher, with the exception of Dorchester, as before mentioned. In this last-named district all the classes of the primary and grammar departments are for the present under the general charge of a single professional teacher; this provision is only temporary, it being intended another year to merge these schools in the Boston organization. All the officers and teachers above alluded to are subject to the executive authority of the Standing Committee on Music, who derive their power from the School Board.

Ten minutes in each session in the primary schools, and fifteen minutes each day in the lower classes of the grammar schools, are required to be devoted to instruction in music by the regular teachers of the schools. The first and second classes of the grammar department devote one half hour each week to this study, under the personal instruction of the professional teacher, and it is hoped that the Board will allow the further provision that ten minutes each day shall be given to such instruction by the regular teachers in these classes, in like manner as in the classes of a lower grade. In the high school a specified number of hours each week is given to this study under the personal tuition of the professional teacher, and, in addition, in the Girls' High and Normal School, such instruction is required to be given as shall qualify the pupils to teach in their turn this branch of study in our common schools.

A definitely arranged programme of the course of instruction, so far as the primary schools are concerned, has been adopted and

printed in the rules and regulations, and a similar programme is in progress for the grammar schools. Pianos, the best of their kind, have been placed in all the high and grammar school-houses, and to a considerable extent in the properly graded groups of the primary schools; which pianos are required to be kept in order and in tune, and to be used as *aids to, not as substitutes for*, musical instruction. The rooms without pianos are being supplied with a simple pitch pipe, which can be made to give any sound of the middle octave in the treble clef.

An important point has recently been made in the establishment of classes for normal instruction in music among the teachers of all the schools, which is being carried out more or less faithfully by the professional teachers.

A combination of vocal and physical training, in connection with their musical tuition, has been devised for the younger pupils by the joint effort of the teachers of vocal and physical culture and of music. This proper training of the voice, it has been well remarked, is the best possible preparation for singing. A systematic and progressive course of musical instruction is thus given to all the pupils of the public schools in the city of Boston, except the boys of the Latin and English High Schools, where the plan is not yet fully in operation, commencing with the children of five or six years of age, when they first enter the primary school-room, and ending with the highest class of the pupils of the Girls' High and Normal Schools, who are themselves preparing to become teachers in their turn.

Let us go over this method of instruction in somewhat of detail. And I will confine your attention more particularly to the stages of instruction during the period of primary and the lower half of the grammar school pupilage, *i. e.* a period extending from the age of five to about twelve or thirteen years, this being the compass within which the larger majority of the children attending our public schools may be found, and, to my mind, by far the most important age for public musical education.

The first attempt of the teacher is to gain the attention of the children by singing to them some easy melodic phrase within the range adapted to their voices, and asking them to repeat it after him—to imitate the sounds he has given them, in their proper order. This,

after a few trials, the majority of the class will do. Some ten or fifteen minutes are spent in this way, and they have taken their first lesson in music. It is purely a matter of rote-singing, of the easiest and simplest kind. The interest of the children is excited, their attention aroused, their appreciation of musical sounds for the first time perhaps awakened. A few lessons are given in this way at the outset.

But true rote-singing, as Mr. Mason has happily expressed it, is "a very different thing from the ordinary 'hap-hazard' singing we too often find in our Sunday Schools, and in common schools where no regular instruction in music is given." It is an appeal to the imitative faculty, which young children possess in so great a degree of perfection; and hence the greatest care should be taken that the example be a proper model for imitation as regards method and style, and purity and correctness of tone, even in the utterance of the simplest musical phrase. These preliminary rote-lessons should therefore be given, when possible, by the professional teacher himself. And they must needs be few and not long continued.

Even at this early stage in the musical instruction great attention is given to the formation of a proper quality of voice. The difference between a good and bad quality is illustrated by examples. The child is called upon to use a smooth and pleasant intonation in speaking, in reading, in recitation, and in singing. Above all, he is taught to avoid a noisy use of the voice.

As preliminary to the exercise of the voice in singing—and it applies to the reading as well—the young children are trained in the following points:

1. A proper position of the body.
2. The right management of the breath.
3. A good quality of utterance, as just mentioned.
4. The correct sound of the vowels.
5. A good articulation.
6. Intelligent expression.

An essential element in the plan of such teaching, as we have seen, is this: That it be given mainly by the regular school teachers, with the aid and general direction only of a professional teacher. We

have seen that a single professional teacher can superintend the instruction of a large number of pupils—just how many will depend upon circumstances. The number may be more or less, according to the density of the population, and to the general ability of the corps of regular teachers employed. In a city like this, where, we may perhaps say without boasting, that the standard of qualification is high, from 160 to 240 schools or classes, representing 8,000 to 12,000 pupils, can thus be taught.

In the neighboring cities of Salem and Lowell, and some others in this State, a single intelligent head has been found sufficient. The salaries might vary from \$1,000 or \$1,200 to \$3,000 per annum. My belief is, that in towns and cities not exceeding a population of 40,000 to 60,000 inhabitants, or in rural districts where a group of smaller towns and villages of perhaps half this population in the aggregate exists, and which could all be conveniently visited in a circuit of a week or ten days' extent, a single professional teacher only would be required. And in the latter instance a competent man, who should be a resident of the district, ought to be had for \$1,200 per annum.

I take it for granted that all the regular teachers could do their part in such instruction if they would. It requires in the system we have been considering no special musical ability or previous training. An *aptness to teach* only is necessary, and any person who if fitted in other respects to hold the responsible position as a teacher in a public school has the ability, I contend, to learn in a very short time (under the direction of a competent professional head, such as we have named) how to teach the elements of music as well as the other studies required in our common schools. Nor is it necessary that the teacher should be able to sing in order to be successful in this branch of study, though of course it is an aid. On this point, says Mr. Holt in his report to the Music Committee in 1869: "In the short time within which music has been regularly and systematically taught in the classes under my charge, only seven out of the two hundred and fifty-one teachers who have come under my observation have proved themselves unable to do their work satisfactorily. Of these seven three exchange work with other teachers at the time of the music lesson, one employs a teacher from outside to aid her in this part of

her work, who is present at the time of my visit to receive my instructions, while in three rooms the work is imperfectly done."

"With regard to the progress made in different classes," continues Mr. Holt, "it varies in proportion to the faithfulness of the teacher. I find that teachers who are regarded as superior in other branches, obtain the best results in music. And many of my best teachers are among those who had no idea that they could do anything in music when we commenced. * * * * I visit each of the two hundred and fifty-one teachers with their classes once in every four weeks; in this way I am able to help every teacher over any difficulty she may encounter, and to shape my instructions to the wants of each class."

Says Mr. Philbrick, in his report, to which I have already alluded "The improvement in the method of teaching music has very naturally helped the improvement of the methods of handling the other branches. As a general rule, teachers in an elementary school who teach one branch well, teach all branches well."

With such simple addition to the mechanism of our common school system of education, and at so slight expense, an elementary knowledge of music could be diffused throughout the country. What variety and interest it would give to the dull routine of everyday school-work! What sunshine and gladness it would infuse into the homes and hearts of the people!

Supt. Philbrick, of Boston, in his last Report, speaks of the success of the system of instruction there pursued, as follows:

"In vocal music there has been greater progress than in any previous year. For more than twelve years the Committee on Music have steadily persisted in their endeavors to develop a systematic and complete organization of this branch of instruction. They now have the satisfaction of seeing their patient efforts crowned with success.

"On entering the Primary School at five years of age, the child is at once taught to produce musical sounds, and to sing little pieces adapted to his capacity. From this point the course of musical instruction is continued by an easy and just gradation

all the way up through the Primary, Grammar, and High Schools. There are two features of the system which produce a strong impression upon the minds of competent visitors from other States and countries,—the thorough scientific training imparted to the pupils, and the provision requiring the instruction to be given mainly by the regular school teachers, aided and superintended in this work by a limited corps of professional teachers of music. The system is both efficient and cheap. It is found that about ten minutes a day, properly employed, are sufficient to produce most excellent results in this branch. And everybody who understands school economy, knows that the time thus devoted to music will not in the least retard the progress of pupils in other branches. For my part, I believe the general progress is the greater for this appropriation of time to music, such is its harmonizing and educating power. As our teachers advance in skill, as our books and charts and other teaching appliances are improved, and as our system of instruction is perfected in other respects, it will be found, probably, that even less time than is now devoted to it may be needed for this branch, and a smaller number of special teachers and supervisors of it. The very poorest singing that I now find in the weakest and most backward schools is better than the very best that was presented as a model only a few years ago. And the improvement in teaching music has very naturally helped the improvement of the methods of handling the other branches. As a general rule, teachers in an elementary school who teach one branch well, teach all branches well.

“It is now just forty years since the first movement was made in this city looking to the introduction of vocal music as a branch of common school education. How slow has been the progress! So hard is the task to conquer prejudice, and to convert conservatism! But the object has been accomplished. It is a great step of progress and well worth a struggle of forty years.”

DRAWING.

In the new course of study full provision is made for instruction in drawing in the first and second grades, to which grades

the time of the two teachers of drawing is necessarily limited, one hour a week being given to each class. The defect of the new course is a failure to provide for drawing in the lower grammar and the primary classes. A course in drawing ought to be devised, corresponding to that in music, requiring the teachers in each grade to be responsible for certain specified instruction.

The following extracts will show the importance which is attached to this branch in other States and cities.

In the last Boston Report, 1870, Supt. Philbrick thus presents the subject:

“ This branch has had a place in our programme of studies for many years, but its progress has been unsteady, uneven, and unsatisfactory. The time has at length arrived, apparently, when it is to be placed on a proper footing in all our schools. Public opinion in this community has been turned to the necessity of systematic instruction in drawing in our public schools, by the results of instruction which have been witnessed within a few years in the Institute of Technology, by the Act of the Legislature, approved May 16, 1870, requiring instruction in industrial and mechanical drawing, by the vigorous movement recently made for the establishment in this city of a museum of fine arts, and by the reports brought home to us from the Universal Exposition at Paris, in 1867, showing the deficiency of art education in America.

“ It is now understood, by well-informed persons, that drawing is an essential branch of education, and that it should be taught to every child who is taught the three R's. It is indispensable as an element of general education, and it lies at the very foundation of all technical education. It is difficult to conceive of any human occupation to which education in this branch would not prove beneficial. Everybody needs a well-trained eye and a well-trained hand. Drawing is the proper means of imparting this needed training. Drawing, properly taught, is calculated even more than vocal music, perhaps, to facilitate instruction in all other branches of education.

“To promote the progress of drawing in our school, there has been needed a new instrumentality,—I mean a Standing Committee on this branch. Such a committee has at length been appointed, and it has taken hold of the work assigned it with very gratifying vigor and courage. The valuable Report presented to the Board by that committee, will, I trust, be reprinted with the annual Report of the Board.

“Our success, after many experiments, in conducting the instruction in vocal music, has taught us how to manage the teaching of drawing with efficiency and economy. It is evident that the actual class-teaching in drawing, as well as in music, can be given by the regular teachers. They will, of course, need instruction and competent supervision and direction. This service can be performed by one able drawing master, with a small corps of assistants. This course, which is the course recommended by the Committee, is not only the best for the pupil, but it is best for the teachers; for, in preparing themselves for teaching drawing, their general ability and happiness will be promoted. What teacher would not gladly hasten to avail himself of the gratuitous instruction of a first-rate art-master, as a preparation for instruction in drawing in his own class?”

Professor Bartholomew, in his Report to the Boston Board, speaks of drawing in primary schools as follows:

“It is a common notion that almost anything will do as subjects for study and practice in these schools. A few straight and curved lines, a triangle, square, circle, and a limited number of familiar objects chosen without regard to the knowledge or skill required in order to draw them understandingly, are thought to be all that is needed, and, in fact just as good as anything; and it is even considered by some to be a matter of no special importance whether these subjects are correctly or incorrectly drawn. Experience has taught me that to prepare a course of lessons suited to the capacity and attainments of little children, and such as may be the means of securing the best results attainable, calls for quite as much experience, thought, and care as is required in preparing a series of lessons equally good for the pupils of our High schools.

“The early lessons in these schools should be devoted to the work of training the mind to judge, with accuracy, of *position*, *distance* and *direction*. Instead of using lines for this purpose, to begin with, I have found dots to answer better. They have this advantage over lines. It requires no mechanical skill to make a dot; the mind can be given entirely to the truth to be expressed. This is not the case where lines are used. When a change of means is necessary in order to keep up an interest in the work, very short lines may be used, and these put in the form of crosses and stars. As the pupils progress, these crosses and stars may be so placed with respect to each other as to form very pleasing figures; and, in this way, while the eye is being trained to see, and the mind to judge of position, distance, and direction, the taste is cultivated. Children soon get an idea of the principle upon which these figures are constructed, and I have seen some very pretty figures of their own design. In this work they should be encouraged, and set times should be devoted to this exercise, with the view of developing the inventive faculties.

“There should be an occasional exercise in drawing from memory, after the example selected has once been drawn from sight. This is a valuable means of strengthening the memory for form. The ability to retain in mind clear and distinct impressions of the forms of things we have seen, is of great value to all. He who can bring to mind the views he has seen with all the clearness and freshness of reality, possesses a power he would not part with on any account. To the mechanic, this power is a means of pecuniary profit, and hence to him it is especially valuable. To those who would originate anything new and valuable in the way of form, this power is indispensable. New forms are always made of old ones; and, in producing new combinations, the more extensive the collection one has stored in memory, the more hope there is of success. There are other advantages to be secured by this practice, which need not be referred to here. By such exercises as I have suggested, the cultivation of the eye and the hand, the improvement of taste, the development of the inventive powers, and the strengthening of memory for form, may go on together, and the study be made a means of *improvement* as well as amusement.

“In the course of the second year, the drawing of simple objects in outline from printed examples may be commenced.

“As a means of imparting useful information, and of drawing out that in the possession of the children, these examples should occasionally be used as the basis of an object lesson. When exercises of this kind have been given, the pupils have been found to take a greater interest in drawing the example, than would otherwise have been the case.

“As to the amount of time which should be given to this study in these schools, I should say for the first year one lesson of fifteen minutes each day; for the second year, one lesson of twenty minutes each day; and for the remainder of the time, three lessons per week, of twenty minutes each.

Mr. Barnard, United States Commissioner of Education, in his special Report for 1869 on Scientific and Industrial Education in Europe, after reviewing their educational systems, and stating what is being accomplished there in the way of instruction in drawing and kindred art-studies, says:

“The Government of the United States is the only civilized government of the world that has done practically nothing for the encouragement of art either in its elementary or higher forms. The State and municipal governments have done, if possible, less. * *

“The contributions of the central Government of France for the encouragement of art, in a single year, are greater than the amount appropriated by the Government of this republic since its foundation.

In conclusion, he says: “Drawing should be taught in every grade of our Public Schools. The first instinct or inclination of the child is to handle the pencil, and ‘draw something.’ The sparks of what may be ‘that sacred fire,’ should not be smothered, but fanned into a flame. Drawing is the alphabet, or rather the language of art; and when this is understood, the child is the possible sculptor, painter, or architect. Instruction in these elements of art, corrects the taste and gives the hand skill; it gives the trained, artistic eye which detects the incon-

gruous, the ungraceful, and the ill-proportioned, and which, on the other hand, the graceful, the harmonious, the symmetrical, never escape. The instructed eye derives the same intense delight from the pleasures of sight as the instructed ear from the harmonies of sound. The introduction of this branch of study into our public schools will do more than anything else to popularize art, and give the whole people a taste for art in its nobler as well as simpler forms.

In 1869, the following petition, signed by many of the leading merchants and manufacturers of Boston, was addressed to the General Court of Massachusetts :

“ Your petitioners respectfully represent, that every branch of manufactures in which the citizens of Massachusetts are engaged, requires in the details of the processes connected with it some knowledge of drawing and other arts of design on the part of the skilled workmen engaged.

“ At the present time, no wide provision is made for instruction in drawing in the public schools.

“ Our manufacturers, therefore, compete under disadvantages with the manufacturers of Europe ; for in all the manufacturing countries of Europe free provision is made for instructing workmen of all classes in drawing. At this time almost all the best draughtsmen in our shops are men thus trained abroad.

“ In England, within the last ten years, very large additions have been made to the provisions, which were before very generous, for free public instruction of workmen in drawing. Your petitioners are assured that boys and girls, by the time they are sixteen years of age, acquire great proficiency in mechanical drawing, and in other arts of design.

“ We are also assured that men and women who have been long engaged in the processes of manufacture learn readily, and with pleasure, enough of the arts of design to assist them materially in their work.

“ For such reasons we ask that the Board of Education may be directed to report, in detail, to the next General Court, some

definite plan for introducing schools for drawing, or instruction in drawing, free to all men, women, and children, in all towns of the Commonwealth, of more than five thousand inhabitants."

The State Board of Education of Massachusetts reported as follows :

"Your Committee are more than ever impressed with the importance of urging upon the people of the Commonwealth the introduction of free-hand drawing into all our public schools.

"It cannot be denied, that the almost total neglect of this branch of instruction in past times has been a great defect in our system of education.

"While great progress has been made in general and practical knowledge, the taste and love for the arts, and art-culture generally have not much improved.

"That we are far behind many other nations in all the means of art-culture is very evident. We have few models or museums of art in our country to which students can resort for study and instruction.

"Our native artisans and mechanics feel this sad defect. Foreign workmen occupy the best and most responsible places in our factories and workshops. Our most promising students in sculpture and painting are compelled to seek in other countries the advantages which are necessary to their success ; and, when they have become distinguished, they elect to remain where they can receive the greatest encouragement and the highest appreciation of their skill and genius. Our State and country need the influences of refined art-culture. Before we can reach a very high position, a generation at least must be educated, with improved tastes ; and a more general appreciation of the nature and value of true art-culture must prevail among the people. Much can and must be done for the present generation of mechanics and artisans. In all our large towns and cities, where a sufficient number of adult pupils can be found, schools should be established, and every encouragement afforded for improvement in those branches of drawing which belong to the industrial art.

"Agents could be employed to go through the Commonwealth, and interest the people in this most important subject. Wherever

evening classes can be formed of the young or old, free instruction should be furnished in free-hand drawing ; and, in a few years, our enterprising people will begin to discover in our own communities and schools as good artists and artisans as can be found in the most favored portions of other countries.

“ We have no doubt that the greatest good will be accomplished by proper instruction in our public schools, and that our chief efforts should be directed towards this end. Teachers should be required to be qualified to instruct in free-hand drawing ; and the work should be begun in the primary departments, and should be continued with zeal and fidelity through the period of school life.”

The Report of the Committee was adopted, as expressive of the views of the Board ; and it was voted that the following action be respectively recommended for the consideration of the Legislature, viz :—

“ 1. An enactment requiring elementary and free-hand drawing to be taught in all the public schools of every grade in the Commonwealth ; and which shall further require all cities and towns having more than ——— inhabitants, to make provision for giving annually free instruction in industrial or mechanical drawing to men, women, and children, in such manner as the Board of Education shall prescribe.”

The Legislature adopted the views of the Board of Education as set forth in their Report, and passed an Act, which makes drawing a required study in the public schools of the Commonwealth of Massachusetts, of every grade.

Gov. English, in his Annual Message to the Connecticut Legislature, presents the subject as follows :

“ Before leaving this subject, I desire to call your attention to one important branch of instruction, which, in my judgment, is greatly needed in our public schools. This is free drawing, or such elementary rules of the art as may be imparted by teachers properly instructed in some uniform and practical system of mechanical and object drawing. Drawing of this description is now regularly and

systematically taught in the public schools of New Haven and Hartford, and I believe, with the happiest results. The object is not to make artists simply, but to make artisans—to turn out a better and more proficient class of scholars, with such skill in designing and drawing as shall aid them in their industrial pursuits, and effectually advance the State in manufactures, inventions, and the mechanic arts. The sagacity shown by the first Napoleon, in his order to make drawing a prominent study in the schools of France, has long since been acknowledged in the tribute which the world has paid to the people of that country for their decorative taste in the arts. Our own people are beginning to discover that their most profitable articles of manufacture are those which come from the hands of the thoroughly trained draughtsman and designer. The decree of Napoleon brought untold wealth to France, and instruction in drawing, when once successfully introduced into our public schools, will, I am confident, work equally salutary results in advancing the wealth and adding to the material resources of our State. Confident of the correctness of these views, and fully impressed with their importance, I can do no less than recommend that Section 103 of an Act entitled ‘An Act Concerning Education,’ in the General Statutes of 1866, be so amended as to include drawing among the required branches of elementary instruction.”

FRENCH AND GERMAN.

The two schools in which, for several years past, the French and German languages have been taught in addition to the regular English course, have been known by the distinctive name of Cosmopolitan Schools. In the Primary Department of these Schools the pupils are required to study one language—either French or German—from one to one and one half hours a day. In the Grammar Department both languages are pursued, and the time given to them is two hours a day, or nearly one half of working school hours. The demand for special instruction in these languages, and particularly in German, became so urgent that when the Valencia and the

Hayes Valley schools were opened in the southern part of the city, in July, 1871, two special teachers—one German and another French—were appointed for each school; and more than four fifths of the pupils immediately began the study of one or both languages. In these schools half an hour daily is given to the study of each language. In August, 1871, the Committee on Cosmopolitan Schools, Mr. Kruse, Chairman, made the following report of the number of children studying French and German :

“ South Cosmopolitan Grammar, 12 grammar classes; 650 pupils; French and German. North Cosmopolitan Grammar, 5 grammar classes; 250 pupils; French and German; 6 Primary—170 French and 170 German. Post Street Cosmopolitan School, 15 classes; 813 pupils; all German. Bush Street Cosmopolitan Primary, 9 classes; 493 pupils; all German. Greenwich Street Cosmopolitan Primary, 9 classes; 200 French; 344 German. Mason Street Cosmopolitan Primary, 8 classes; 393 pupils; all French. Mission Street Cosmopolitan Primary, 5 classes; 270 pupils; all German. Geary Street Cosmopolitan Primary, 4 classes; 216 pupils; all German. Total, 900 grammar pupils, instructed in French and German; 2,305 primary pupils, instructed in German; 763 primary pupils, instructed in French. Total number of pupils in all Cosmopolitan Schools, 3,468, receiving an hour's instruction each day in either language in the primaries, and two hours in each language in the grammar schools. Adding the new classes in the Cosmopolitan Schools, 1,428, we have 5,396 pupils attending the Cosmopolitan Schools.”

In providing for instruction in these languages we are only following in the wake of Cincinnati, Cleveland, St. Louis, Chicago, and most of the western cities. It is no new experiment. It is a necessity of a cosmopolitan community.

Nearly one fourth of our city population is made up of Germans, and it is evident that in a few years most of our schools must meet this new demand.

This whole subject is so ably discussed and so well presented in the St. Louis School Report for 1869–70, that I present the following extracts from it, making an exhaustive statement of the advantages to be derived from this special instruction. Wm. T. Harris, Superintendent of Schools, says :

“To meet the demand which occasioned the establishment of numerous German private and parochial schools in this and other cities, the study of German has been introduced into the public schools under certain restrictions. The introduction of this study has been productive of salutary results in all cases I believe, although the regulations and methods employed for this branch vary in different cities.

“The ties of kindred necessarily keep up extensive communication between emigrants and the fatherland. No difficulty is experienced on this score by that portion of our population who are emigrants from the Atlantic States or from Great Britain and Ireland; their mother-tongue is that which generally prevails here. But the German emigrant is placed in a dilemma: if his children learn to speak English exclusively they break the continuity of race with abruptness which works great evil for three or four generations. For the consciousness of one’s ancestry and the influence derived from communication with the oldest members of the family is very potent in giving tone to the individuality of youth and ripening age, and indeed even to a community or people as a whole. This continuity of history is a kind of solid, substantial ground for the individual and from its soil spring up his self respect and aspiration. It is to be looked upon rather as a calamity than otherwise when a community is increased by the immigration of a class of people who have no desire to preserve a close communication with the mother country. That the Germans cherish their ties with family and country in the most constant manner is but an evidence of the advanced civilization which they represent.

“But on the other hand the worst of results may be anticipated in a community where difference in language prevents one portion of the community from holding free intercourse with the other. The full protection of one class of the population from another cannot be secured, unless all speak the same language. * * * * *

“The rising generation of Germans must learn to speak German in order to secure the first object named and they must learn to speak English to secure the second object named.

“The question how German can be taught in the public schools has been solved in two ways. I may take as representatives of these the Cincinnati method for the one and the St. Louis method for the other.

“In Cincinnati there prevails a kind of division into German and English schools. In the former the pupils on their first entrance to school conduct their recitations one half day in German under one teacher and the other half day in English under a different teacher. On entering the Intermediate Schools about the sixth year of the pupil's course of study, German is limited to three quarters of an hour per day. On entering the High School in the eighth year of the course of study German is dropped altogether. In the second year of the High School a few take up German and continue it through the rest of the course.

“In St. Louis, German is taught in nearly all of the schools to such German pupils and Anglo-American pupils advanced beyond the fourth year of the course of study, as desire it. In the lowest grade the lessons are entirely oral and designed merely to exercise pupils in the correct use of language. One lesson per day is given of about twenty minutes in length. In the second year the length of the recitation is increased and the series of Readers commenced. Three quarters of an hour per day is allowed for German reading and writing in the third, fourth, fifth, sixth, and seventh years of the District School course. Again in the High School, German continues through the whole four years.

“While I am aware that the systems are yet of comparatively recent establishment—this is especially the case in St. Louis—and consequently cannot definitely prove their merits by their results, I venture to point out certain advantages in the system of our own city which have been influential in moving the Board to adopt it. Doubtless each system has advantages that are peculiar to itself; each has certainly a historic growth and derives in great measure its methods from compromises effected between opposing interests.

“1. Keeping in mind the great objects in view which we have just discussed, it would seem that the plan of isolating the German from the Anglo-American schools rather tends to perpetuate the evils of a caste-distinction than to remove them. At all events our plan of introducing German into all the schools so as to bring about the completest intermingling of nationalities seems to be a more efficient one. To have the German schools attended by Germans exclusively, while the others are frequented by Anglo-Americans only, would be a very questionable advantage.

"2. Again, the system which lays so much stress on German in the lower grades and removes it entirely in the higher, seems to ignore entirely the claims of German Science and Literature.

"It is well known that the vocabulary of common conversation in German bears a greater disproportion to that of its literature and science than that of any other language in Europe. The vocabulary of English common conversation is far richer, and that of science far poorer, than German. For this reason the elementary studies in German are disproportionately meager, while the advanced ones are very rich in means of culture.

"In our High School, pupils are initiated into German literature, and in this study considerable progress is made with the more advanced classes. Some learn to avail themselves of the results of German erudition and science--the noblest our time can boast of. All this is impossible in the lower grades, and if the study of German is confined to these, the pupil may learn to converse on a small range of topics, but he will not be able to read the great authors either in science or literature.

"3. For the reason that the High School course in Cincinnati does not recognize the existence of German in the District Schools by continuing it so as to reap the results prepared for by the course in the lower grades, and by giving it a place in the 'Studies required for admission to the High School,' it follows that the better class of pupils in the Intermediate Schools are obliged, in their struggle to prepare themselves for the High School, to subordinate German to the studies upon which they are to be examined. Our St. Louis plan is to encourage the study of German in the two higher grades of the District Schools, so that both German and Latin may be taken by the pupil in the High School. To further advance this object a change has been made in the studies for admission to that school :

" ' Applicants for admission to the High School shall be allowed to substitute German for Geography in the list of studies for admission, and the questions submitted to such applicants shall be made out on the Orthography and Etymology of the German Language, with especial reference to the system of inflections.'

"This will have the effect to make the study of German general

in the upper grades. Thus German will be studied not merely for the sake of convenience in business, or for communication with friends and relations in Europe, but it will take its well deserved place among the culture studies."

L. F. Soldan, Assistant Superintendent, makes the following remarks :

"It has often been said that he who learns a new language acquires a new sense. Certainly, the study of another tongue enlarges the horizon of our experience and thought, and enables us to break a wide gap through the barriers with which time and space surround us. It brings us into intercourse with nations and times otherwise separated from us, and opens strangely sweet and fresh springs of wonder and wisdom. It will be also a gain to his mother tongue, if we give the pupil a second language with which he can compare it, thus enabling him to make use of a method whose application has advanced so signally the departments of science to which it has recently applied. The study of languages especially never made so much progress before in ages, as it has made in the short time during which it has been conducted in a comparative way; a new impulse has been given to the study of English grammar in the scientific world.

"The acquirement of a foreign language will make us see beauties in our own, which, without the aid of comparison, habit allows us to overlook, and its introduction in a course of instruction must therefore produce a livelier interest in our mother tongue, and a better understanding of its rules.

"Though the rules are different, the pupil will find practice in their application, which he needs to complete his knowledge of grammar in general. There was little doubt as to what language, if any, was to be chosen : it was German.

"German has been called the second language of the United States; it is certainly the second language of this city. That the highest object of our schools must always be to teach the English language thoroughly, and that this study must precede everything, and must never be jeopardized or encroached upon under any circumstances, is too plain to need discussion. Nor can the other element-

ary branches of study be neglected. But wherever these circumstances allow it, there is no better way of expanding the minds of our children than by the study of German. German is a highly inflected language, and the wealth of its grammar affords a rigid mental discipline to the pupil. Being of the same descent it contains the etymological keys to one third of the English vocabulary and to the grammar, which is entirely Teutonic.

“Besides this, the knowledge of the German language is a desirable attainment, for its abundance in scientific works of the highest rank. In Philosophy and Philology, History and Natural sciences and all arts, Germany has set her mark at least beside the proudest names of all times. Kant, Hegel and Schopenhauer would have adorned the greatest age of Greek philosophy. Name the best histories of any country on the face of the earth or of any age of the world, and you will find on some title-pages German names. Never did America have a more faithful and admiring historian, than she had in Neuman, whose great History of the United States is still waiting for translation. In natural sciences and the science of medicine, Humboldt, Liebig, Kirchhoff, Haeckel, Virchow have beaten new paths by which mankind has climbed to higher perfection. In works of philology, Germany stands unrivalled. From Grimm, Bopp and Wilhelm v. Humboldt down to our days, to Schleicher, Max Mueller, Curtius, Corssen, Benfey and Geiger, we find a succession of brilliant scholars, of whom every one seems sufficient to shed a lustre on the linguistic research of the century in which he lived. That Koch and Maetzner have written in German must, to the American student, be in itself a weighty inducement for the study of it; for theirs are the only really scientific grammars of the English language. ‘Of Philosophical Grammars of the English language,’ says Noah Porter, the distinguished editor of Webster’s dictionary, ‘there is a lamentable deficiency. It is in the German language only that we find those which are at all satisfactory and truly scientific.’ All these treasures lie within the grasp of the pupil who has acquired the knowledge of German; to him greater resources of life and wider circles of society are opened.

“German literature has occupied for the past half century the foremost rank among the literatures of Europe, and possesses all the racy freshness of youthful originality.

“England, France, Italy and Spain, had their classical era hundreds of years ago. That of Germany is quite modern. Scarcely one generation separates it from our times: only 40 years have elapsed since Goethe left us. While we look to Italy for the highest views of the mediæval age, we will find in Germany the highest expression of modern thought. In dwelling so long on this subject, I have not been prompted by any desire to exaggerate, but by the opinion that a rich, beneficial influence, is to be expected upon our own world of letters from the study of German science and literature. We can discern it already. Not in vain have Taylor, Longfellow, Bancroft, Leland, Lowell, and all the other great representatives of American genius, spent years of their lives in its pursuit.

“German music has woven its wavy sounds in charming garlands round the American hearth, and works of German art embellish our houses; thus adorning family-life and creating a taste for art which has already resulted in important and original American works. Looking at such a beginning, would it not be unnatural not to cherish bright expectations of the future deeds of our children, and not to have an unshaken belief that they will see a great era of original American science, literature and art, worthy of our institutions and of the inexhaustible energies of the American mind. American ports are open to the treasures of the Orient and Occident, American hearts to the wisdom of all nations.

“This stood clear before the far-sighted spirit of an American author, 29 years ago, when he closed a sketch of German literature with the words: ‘Such then is German literature. Now, with those among us, who think nothing good can come of it, we have nothing to say. Let them rejoice in their own cause and be blessed in it. But from the influence this rich, beloved and beautiful literature will exert on our infant world of letters, we hope the most happy results. The diligence, which shuns superficial study; the boldness, which looks for the cause of things, and the desire to fall back on what alone is elementary and eternal in criticism, philosophy and religion; the religious humility and reverence which pervades it, may well stimulate our youth to great works.’

“Led by these reasons, and anticipating the wishes of the community, the Board of Public Schools, by a wise legislation, intro-

duced German in our course of instruction seven years ago, with the earnest desire that this change might accomplish more than to offer to German-Americans time to unlearn German, and to Anglo-Americans time not to learn it. The success and increasing popularity of this comparatively new feature may be seen from the fact, that the number of pupils studying German in our schools, has risen to above 8,000 this year.

“With the introduction of German into our schools we have not only secured a homogeneous education to all our children, which is invaluable in itself; but also brought into closer contact, and given still more and still greater common interests to, the citizens of both nationalities.

The German-American loves the land of his birth, as the Virginian or New-Englander does his State; but he has taken his future with the Union. Meet him abroad, even in his old home, and you will hear him say with almost Roman pride: ‘I am an American citizen.’ Filial tenderness to his native land does not diminish that love and loyalty to our common home, which dark hours of peril have tested. He will not allow his children to neglect any of the studies in which the youth of our cities are drilled. His children above all things shall speak English with purity. But he wants them to study German too, because he considers full command of English *and* German as the proudest inheritance of his child. While his child’s mind will become well stored during his school years with the treasures of an American education and the beloved principles on which it rests, he wants to keep the channel unclogged through which also the limpid stream of German lore may swell his mind.”

In the Cleveland Report, Supt. A. J. Rickoff presents the subject as follows:

“That the English language is the language of our country, that it ought to be cultivated by all as the national tongue is accepted by every man of native or foreign birth; but it must be confessed that the German language is the only one well understood by a very large part, and perhaps the only one understood at all by a fourth part of the population of our western cities. That the natural ties of a common nationality and of a common medium of social

intercourse, draw the German people together, and that their numbers enable the great mass of them to find ample supply among themselves for all their wants, and that there are among them those who through selfishness, or fanaticism, labor to perpetuate the barriers which separate them from their American fellow citizens, has been so long observed that it cannot be denied. Any foreigner who would spend a few days traversing our larger cities for the purpose of making a study of our population, would find two nationalities growing up side by side, and it would not require many years further observation to show him that they were much more rapidly growing than commingling.

“How these nationalities may be made one, how their interests and sympathies may be made to harmonize, not only in all great state and national questions, but also in matters of local administration, is one of the most serious questions for the statesman and social economist. And yet the question is not a difficult one. The education of the schools is a powerful agency and may be relied upon, in co-operation with our political and social institutions, to make the descendants of the immigrants one with our own children in habits of thought, action and feeling. It is not alone, nor even mainly the instruction of the teacher that will bring about the result. The familiar intercourse of children associated year after year in the same classes, is the direct and efficient means of the greatest good.

“That the schools are open to all is not sufficient, as the experience of any city largely inhabited by Germans, will thoroughly demonstrate. Our own case is only a parallel to that of all others. Three years ago, careful inquiry disclosed the fact that there were more than two thousand in average daily attendance upon German private schools—German children whose parents are among the staunchest friends of our Public School system. In some of these schools, possibly all of them, English was taught by German masters. Thus supplied with English as well as German instruction in their own schools, they were almost entirely separated from children of American parentage. That these separate schools exist only that the children may be taught German, and that they are so extensively patronized in all cities where good provision is not made for teaching the language in the Public Schools, sufficiently proves that they will not be abandoned unless the Public Schools can be made to take their place.

“But though there were no inconvenience or danger to be apprehended from separate schools, though there were no demand for the introduction of German into our Public Schools, would it not be worthy of serious consideration, whether it ought not to be introduced for the sake of the literary, scientific and artistic treasures open to the student of the German language, for the better education which the study of language affords, and finally, for its advantages in the business world. There is no educational theory better established than that the learning of a foreign language does not prevent the child who takes it, from advancing with equal strides in the full quota of studies pursued by his fellows of equal mental capacity, but who learn only their own language. This theory which has been adopted by thoughtful and observant scholars for centuries, seems to have received new proof in the statistics of the Public Schools of Cincinnati for the past fifteen years. In that city, there are some schools composed almost exclusively of children of German parentage, others of English.

“The classification of all these schools is identically the same, the same conditions of transfer are required of all; the questions asked at all examinations for promotion are precisely the same. What is the result? Are the pupils of the purely English schools any younger or do they pass any more creditable examinations than the children of the almost exclusively German districts? No, but on the contrary it is the uniform testimony of the statistical tables to which I have referred, and which have been carefully kept for the last fifteen years, that the German children come to the grade or class pursuing the studies of the sixth year of the course nearly a year younger than the children of the English districts. Nor is this the law with children of German parentage alone. The advantage seems to be equally with the children of American parentage, who pursue the study of the German language. It will not do, therefore to claim that the German children are ‘smarter’ than the American. The fact is, these statistics afford apparent reason for granting the validity of the claim which was long ago instituted in behalf of the study of Latin and Greek. But whether we assume this ground or not, it is safe to say that, in the same time at least, and at but little greater cost, we may avail ourselves of the large German element in the population of this country for the broader and more generous education of the whole people.

“The Common Schools, originally established for the purpose of supplying the essential elements of an English education, have become almost the sole agents for the education of the children of the whole people. Their excellence, wherever they have been liberally sustained, has attracted to them alike the children of the educated, the wealthy, the ignorant and the poor. To be cheap enough for the last they must be free, to be good enough for the first—and they have equal rights with others—they must keep step with the growing demands of an advancing civilization. The State, for its own safety, took the business of education into its own hands, but it has monopolized the work, and the claims of the most liberal friends of culture cannot be logically nor justly resisted.”

EDUCATE BOYS AND GIRLS TOGETHER.

The following remarks are extracted from the last Annual Report of Superintendent Harris, of St. Louis :

“That which theory establishes and experience verifies may be safely followed. The co-education of the sexes within the limits of certain ages, and within certain sections of the United States, may be considered approved by the two-fold demonstration of theory and practice. Whether these limits of age and place may be transcended with advantage, is a question for practical experiment to solve. Theory is in favor of the extension of co-education far beyond present practice, and as a fact, the latter is creeping along conservatively up to the standard of the former. The admission of females into colleges and scientific institutions, heretofore open exclusively to males, is the straw on the moving current and tells what is coming. It is in accordance with the spirit of our institutions to treat women as self-determining beings, and as less in want of those external artificial barriers that were built up in such profusion in past times. We give to youth of both sexes more privileges or opportunities for self-control than are given in the old-world society. Each generation takes a step in advance in this respect.

“Occasionally, as in San Francisco, there is a returning eddy which may be caused by the unbalanced condition of society found on frontiers. Old cities like New York and Boston may move very slowly in this direction because of enormous expense required to change buildings and school-yards, so as to adapt them to the wants of “mixed schools.” In fact, the small size of school-yards in many cities, renders this change next to impossible. Western cities will take the lead in this matter and outstrip the East. Within fifteen years the schools of St. Louis have been entirely remodeled on this plan, and the results have proved so admirable that a few remarks may be ventured on the experience which they furnish. I wish to speak of the effects on the school system itself and of the effects upon the individual pupils attending.

“I. *Economy* has been secured through the circumstance, that the co-education of the sexes makes it possible to have better classification and at the same time larger classes. Unless proper grading is interfered with, and pupils of widely different attainments brought together in the same classes, the separation of the sexes requires twice as many teachers to teach the same number of pupils. This remark applies, of course, particularly to sparsely settled districts. The item of economy is very considerable, but is not to be compared with the other and greater advantages arising.

“While it is conceded by the opponents of co-education, that primary schools may be mixed to advantage, they with one accord oppose the system for schools of a higher grade. Now what is singular in our experience, is the fact that our High school was the first experiment on this plan for classes above the primary. Economy and better classification were the controlling reasons that initiated this experiment, and from the High school the system has crept down through all the intermediate grades. What had been found practicable and satisfactory in the highest grades, could not long be kept away from the lower ones.

“II. *Discipline* has improved continually with the adoption of mixed schools. Our change in St. Louis has been so gradual that we have been able to weigh with the utmost exactness every point of comparison between the two systems.

“The mixing of the male and female departments of a school has always been followed by improvement in discipline; not merely on the part of the boys but on that of the girls as well. The rudeness and abandon which prevails among boys, when separate, at once gives place to self-restraint in the presence of girls. The prurient sentimentality engendered by educating girls apart from boys,—it is manifested by a frivolous and silly bearing when such girls are brought into the society of the opposite sex—this disappears almost entirely in mixed schools. In its place a quiet self possession reigns. The consequence of this is a general prevalence of milder forms of discipline. Boys and girls originating—according to nature’s plan—in the same family as brothers and sisters, their culture should be together, so that the social instincts be saved from abnormal, diseased action. The natural dependence of each individual upon all the rest in society should not be prevented by isolating one sex from another during the most formative stages of growth.

“III. *Instruction* is also greatly improved. Where the sexes are separate, methods of instruction are unbalanced and gravitate continually toward extremes that may be called masculine and feminine. The masculine extreme is mechanical formalizing in its lowest shape, and the merely intellectual training on its highest side. The feminine extreme is the learning-by-rote system on the lower side, and the superfluity of sentiment in the higher activities. Each needs the other as a counter-check, and it is only through their union that educational methods attain completeness and do not foster one-sidedness in the pupil. We find here that mixed schools are noted for the prevalence of a certain healthy tone which schools on the separate system lack. More rapid progress is the consequence, and we find girls making wonderful advances even in mathematical studies, while boys seem to take hold of literature far better for the influence of the female portion of the class.

“IV. *Individual development* is, as already indicated, far more sound and healthy. It has been found that schools kept exclusively for girls or boys, require a much more strict surveillance on the part of the teachers. The girls confined by themselves develop the sexual tension much earlier, their imagination being

the reigning faculty and not bridled by intercourse with society in its normal form. So it is with boys on the other hand. Daily association in the class-room prevents this tension and supplies its place by indifference. Each sex testing its strength with the other on an intellectual plane in the presence of the teacher—each one seeing the weakness and strength of the other—learns to esteem what is essential at its true value. Sudden likes and dislikes, capricious fancies and romantic ideals give way for sober judgments not easily deceived by mere externals. This is the basis of that ‘quiet self-possession’ before alluded to, and it forms the most striking mark of difference between the girls or boys educated in mixed schools and those educated in schools exclusively for one sex.

“That the sexual tension be developed as late as possible, and that all early love affairs be avoided is the desideratum, and experience has shown that association of the sexes on the plane of intellectual contest is the safest course to secure this end.

“I omit here the consideration of the question: “Whether the education demanded for females should not be different from that for males?” for the reason that in our public schools education is not carried so far as to involve this question. Even in its most serious form, the agitation going on with reference to the admission of females to universities will soon settle it.

“Our experience in St. Louis has been entirely in favor of the co-education of the sexes in all the respects mentioned and in many other minor ones.”

COMPETITIVE EXAMINATIONS.

The decision of the Board during the past year to require all candidates for positions, whatever grade of certificate they held, to pass an oral competitive examination for the purpose of ranking them according to merit, has not been wholly unproductive of good results. It has proved conclusively that some holders of State, City

and Normal School certificates are very poorly qualified to teach. Some candidates have been found who could not work questions in simple multiplication; who could not add $\frac{1}{2}$ and $\frac{1}{3}$; who could not find $\frac{3}{4}$ of 12; who could not tell the objective case from the nominative; in fact, who could not be promoted from a 5th grade primary class to the Grammar Department on the standard of the last city examination. Teachers from the State Normal School, armed with 2d grade certificates entitling them to teach as assistants in any Grammar School in the State, were found, who could not divide 5 by the decimal .02; who could neither analyze a simple sentence, nor parse a noun in the nominative case.

At the last State Examination held in this city, young girls who failed to graduate from the first grades of the grammar schools, received 3d grade certificates, and are now "qualified teachers." The State questions were much more difficult than the city, and it is not easy to understand how they obtained certificates. Miss X, in one of the grammar schools, failed on the examination for graduation in May, receiving only 51 per cent., the standard for graduation being 75 per cent. Yet in the following June examinations held by the State Board of examination she received a State certificate on 65 per cent. Miss Y., from one of the Grammar Schools, also failed, receiving only 56 per cent.; yet she also received a State certificate, on 65 per cent. It is a low standard for certificates, when the standard is 25 per cent. below that for graduation from a grammar school. Not only did they know nothing of methods—they did not know as much of the elementary studies as we require of the pupils they may be called upon to teach. Young ladies with these Normal School certificates, claiming to have a knowledge of algebra, could not add plus a and minus a ; and several were of the opinion that the product of x by x was $2x$. In natural philosophy, in which their certificates showed them proficient, several were in total ignorance of Newton's law of gravitation. These results are not mentioned in any captious spirit; but they are facts that demand serious attention, and some remedy must be devised, or education will become a farce.

Every uneducated and incompetent teacher elected to a position in the schools fills a place which might be occupied by a thoroughly trained and educated teacher, and so lowers the efficiency of the schools.

That we have in our schools too many teachers floated into position on certificates obtained without examination, or by special favoritism in allowing extra credits, is well known by professional teachers. That our schools are suffering from such teachers, is well known.

A NORMAL CLASS FOR TEACHERS.

From 1854 to 1862, some kind of instruction was provided for teachers by means of monthly evening meetings, or by a weekly Normal evening school. During the past two years nothing of the kind has been held. A Normal school for teachers, held one evening every week, on which the attendance should be voluntary, with the exception of probationary teachers holding certificates of the lowest grade, would supply a want which must be evident to all who observe the methods pursued in many of the schools. There are many young teachers who would gladly avail themselves of the opportunity, if such classes were opened. The cost need not exceed one hundred dollars a month, and the benefits derived would be very great.

SUPPLEMENTARY STATISTICS.

In publishing the annual report for the school year ending June 30th, 1871, the delay is usually so great that the statistics are comparatively old. The changes in the Department consequent upon the occupation of several new buildings that it has been deemed advisable to include in this report a statement of the classification of the schools down to the latest possible date, September 1st, 1871. These statistics will be found in the following tables :

SUPPLEMENTARY STATISTICS, SEPTEMBER 1, 1871.

I. TEACHERS.

NUMBER OF TEACHERS, SEPTEMBER 1, 1871.

Principals of Grammar Schools.....	12
Teachers of First Grade Classes.....	13
Teachers of Second Grade Classes.....	20
Teachers of Third Grade Classes.....	26
Teachers of Fourth Grade Classes.....	38
<hr/>	
Whole number in Grammar Grades.....	108

PRIMARY TEACHERS.

Principals of Eight or more Classes.....	15
Teachers of Fifth Grade Classes.....	59
Teachers of Sixth Grade Classes.....	44
Teachers of Seventh Grade Classes.....	74
Teachers of Eighth Grade Classes.....	107
<hr/>	
Whole number in Primary Grades.....	299
Total number of regular Teachers.....	407
Number of High School Teachers.....	13
Special Teachers in French and German.....	13
Special Teachers of Music and Drawing.....	5
<hr/>	
Total number of High, Grammar and Special Teachers.....	438
Evening School Teachers.....	19
<hr/>	
Grand Total.....	457

NUMBER OF MEN EMPLOYED AS TEACHERS.

Principals of Grammar Schools.....	11
Vice-Principals of Grammar Schools.....	9
Principals of Outside and Mixed Schools.....	4
Special Teachers of Music.....	3
Special Teachers of Drawing.....	2
Special Teachers of French and German.....	10
High Schools.....	6
Total	<u>45</u>

NUMBER OF WOMEN EMPLOYED AS TEACHERS.

Principals of Primary Schools, having eight or more Classes	15
Principals of Primary Schools, having less than eight Classes	14
Principal of Grammar Schools.....	1
Vice-Principals of Grammar Schools.....	4
Assistants in High Schools	6
Assistants in Grammar Grades.....	87
Assistants in Primary Grades.....	263
Special Teachers in French and German.....	3
Total	<u>393</u>
Grand Total.....	<u>438</u>

II. GRADING.

NUMBER OF PUPILS IN EACH GRADE.

GRAMMAR.	JULY, 1871.	AUGUST, 1871.
First.....	503	540
Second.....	969	966
Third	1,322	1,316
Fourth.....	1,797	1,800
Total.....	4,591	4,622

PRIMARY.	JULY, 1871.	AUGUST, 1871.
Fifth.....	2,837	2,903
Sixth.....	1,835	2,175
Seventh.....	3,736	3,602
Eighth.....	5,695	5,932
Total.....	14,003	14,612

III. PUPILS.

NUMBER ENROLLED.	AUGUST, 1871.	JULY, 1871.
High School.....	391	386
Grammar Schools.....	4,591	4,622
Primary Schools.....	14,003	14,612
Evening Schools.....	780	832
Total	19,765	20,452

SUPPLEMENTARY REPORT OF THE CLASSIFICATION AND

SCHOOL.	GRAMMAR GRADES.					PRIMARY GRADES.						
	1	2	3	4	Total.	5	6	7	8	Total.	Gr'nd Total.	
Lincoln.....	108	220	119	334	853	279	.....	.....	.....	279	1,152
South Cosmopolitan..	108	108	214	230	660	.....	.....	.....	.....	.....	660
Denman.....	82	169	167	143	561	86	16	8	.....	110	671
Rincon.....	52	79	160	176	467	48	.....	.....	.....	48	515
Valencia.....	35	44	99	154	332	283	161	35	.....	479	811
Hayes Valley.....	39	91	100	97	327	169	100	180	60	509	836	
Broadway.....	22	44	73	115	254	127	81	82	.....	290	544
Washington.....	31	53	52	103	239	222	116	.....	.....	338	577
Spring Valley.....	19	49	41	119	228	95	88	.....	.....	183	411
Eighth Street.....	34	30	71	73	208	157	98	52	62	369	577	
Union.....	.....	40	54	108	202	168	174	174	60	576	778
South San Francisco.	10	29	49	68	156	86	66	129	31	312	468	
Tehama.....	.....	10	15	51	76	15	20	55	124	214	290
South Cosmopolitan..	.....	.....	.....	.....	.....	99	72	182	426	.....	779
Lincoln.....	.....	.....	.....	.....	.....	243	99	226	215	.....	783
Market Street.....	.....	.....	.....	.....	.....	155	122	230	187	.....	694
Silver Street.....	.....	.....	.....	.....	.....	20	70	142	258	.....	490
Fourth Street.....	.....	.....	.....	.....	.....	55	97	183	320	.....	655
Eighth Street.....	.....	.....	.....	.....	.....	51	47	168	309	.....	555
Shotwell Street.....	.....	.....	.....	.....	.....	.....	.....	111	541	.....	652
Bush Street.....	.....	.....	.....	.....	.....	.....	.....	166	324	.....	488
Greenwich Street.....	.....	.....	.....	.....	.....	155	50	115	185	.....	454
Mason and Taylor Sts	.....	.....	.....	.....	.....	.....	.....	177	375	.....	552
Broadway.....	.....	.....	.....	.....	.....	86	73	112	150	.....	421
North Co-mopolitan..	.....	.....	.....	.....	.....	28	28	116	182	.....	182
Powell Street.....	.....	.....	.....	.....	.....	.....	.....	180	316	.....	496
Pine and Larkin Sts..	.....	.....	.....	.....	.....	94	205	83	250	632	632
Mission.....	.....	.....	.....	.....	.....	.....	77	120	207	404	404
Union.....	.....	.....	.....	.....	.....	.....	50	61	333	444	444
Hayes Valley.....	.....	.....	.....	.....	.....	.....	.....	37	196	233	233
Mission and Mary Sts	.....	.....	.....	.....	.....	.....	.....	108	197	305	305
Geary Street.....	.....	.....	.....	.....	.....	49	50	.....	119	218	218
Tyler Street.....	.....	.....	.....	.....	.....	.....	25	77	101	203	203
Potrero.....	.....	.....	20	17	37	16	16	26	56	114	151
Spring Valley.....	.....	.....	.....	.....	.....	.....	44	70	134	248	248
Pine Street.....	.....	.....	.....	.....	.....	.....	16	20	43	79	79
Fairmount.....	.....	.....	.....	.....	.....	6	9	15	69	99	99
San Bruno.....	.....	.....	.....	.....	.....	17	14	24	44	99	99
Colored.....	.....	.....	7	2	9	15	.....	11	33	59	68
Laguna Honda.....	.....	.....	2	2	4	7	6	8	13	34	38
Ocean House.....	.....	.....	1	3	4	.....	7	7	8	22	26
Model.....	.....	.....	.....	.....	.....	64	69	58	69	260	260
West End.....	.....	.....	.....	5	5	8	9	10	28	55	60
Cliff House (ungraded)	.....	.....	.....	.....	.....	.....	.....	33	.....	33	33
Fifth St., colored, "	.....	.....	.....	.....	.....	.....	.....	11	.....	11	11
Total.....	540	966	1,316	1,800	4,622	2,903	2,175	3,602	5,932	14,612	19,234	
Evening.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	832
Boys' High.....	.....	.....	.....	.....	131	.....	.....	.....	.....	.....	131
Girls' High.....	15	31	76	133	255	.....	.....	.....	.....	.....	255
Total.....	15	31	76	133	386	.....	.....	.....	.....	.....	1,218
Grand total.....	.....	.....	.....	.....	5,008	.....	.....	.....	.....	.....	20,452

ATTENDANCE OF ALL THE PUBLIC SCHOOLS, AUGUST 25, 1871.

SCHOOL.	GRAMMAR.			PRIMARY.			VACANT SEATS.		Special Teachers of French and German.
	No. of Teachers.	Average No. to a Teacher.	Principals without Classes.	No. of Teachers.	Average No. to a Teacher.	Principals without Classes.	Grammar.	Primary	
Lincoln	16	53	1	5	56	.....	29	7	.....
South Cosmopolitan.....	12	55	1	.....	.....	.....	.....	.....	2
Denman	11	55	1	2	55	.....	16	13	.....
Rincon	11	54	1	1	48	.....	36	.....	.....
Valencia.....	7	47	1	9	53	.....	27	15	2
Hayes Valley.....	7	47	1	9	56	.....	38	16	2
Broadway.....	6	49	1	5	54	.....	8	23	.....
North Cosmopolitan.....	5	50	1	6	56	.....	25	14	2
Washington	5	46	1	4	46	.....	14	49	.....
Spring Valley	5	52	1	6	53	.....	.....	14	.....
Eighth Street	4	50	1	10	57	.....	35	93	.....
Union	4	47	.....	5	56	.....	10	3	.....
South San Francisco...	2	38	.....	4	53	.....	5	46	.....
Tehama.....	.....	.....	.....	15	52	1	.....	121	.....
South Cosmopolitan.....	.....	.....	.....	16	49	1	.....	36	2
Lincoln .....	.....	.....	.....	12	58	1	.....	39	.....
Market Street.....	.....	.....	.....	12	41	1	.....	107	.....
Silver Street.....	.....	.....	.....	12	54	1	.....	32	.....
Fourth Street.....	.....	.....	.....	10	55	1	.....	2	.....
Eighth Street.....	.....	.....	.....	12	54	1	.....	48	.....
Shotwell Street.....	.....	.....	.....	8	61	1	.....	7	.....
Bush Street.....	.....	.....	.....	9	50	1	.....	.....	1
Greenwich Street.....	.....	.....	.....	9	61	1	.....	.....	.....
Mason and Taylor Sts.	.....	.....	.....	9	47	1	.....	.....	.....
Broadway.....	.....	.....	.....	6	52	.....	.....	8	.....
Powell Street.....	.....	.....	.....	8	62	.....	.....	.....	.....
Pine and Larkin Streets	.....	.....	.....	12	53	1	.....	15	.....
Mission.....	.....	.....	.....	8	50	1	.....	57	.....
Union .....	.....	.....	.....	8	55	1	.....	80	.....
Hayes Valley.....	.....	.....	.....	5	46	.....	.....	2	.....
Mission and Mary Sts.	.....	.....	.....	5	61	.....	.....	1	.....
Geary Street .....	.....	.....	.....	4	54	.....	.....	47	.....
Tyler Street.....	.....	.....	.....	4	50	.....	.....	30	.....
Potrero	1	37	.....	3	57	.....	.....	40	.....
Spring Valley .....	.....	.....	.....	4	59	.....	.....	.....	.....
Pine Street.....	.....	.....	.....	2	39	.....	.....	.....	.....
Fairmount .....	.....	.....	.....	2	49	.....	.....	.....	.....
San Bruno.....	.....	.....	.....	2	45	.....	.....	3	.....
Colored	1	.....	.....	1	34	.....	.....	.....	.....
Laguna Honda .....	.....	.....	.....	1	38	.....	.....	.....	.....
Ocean House.....	.....	.....	.....	1	26	.....	.....	.....	.....
Model.....	.....	.....	.....	4	65	1	.....	.....	.....
West End.....	.....	.....	.....	2	20	.....	.....	35	.....
Cliff House (ungraded)	.....	.....	.....	1	33	.....	.....	20	.....
Fifth St. Colored, "	.....	.....	.....	1	11	.....	.....	39	.....
Total.....	97	47 ² / ₃	12	284	51 2-5	15	243	1,062	11
Evening.....	18	46	1	.....	.....	.....	.....	.....	.....
Boys' High.....	5	26	.....	.....	.....	.....	.....	.....	1
Girls' High.....	8	32	.....	.....	.....	.....	.....	.....	1
Total.....	31	.....	1	.....	.....	.....	.....	.....	2
Grand Total.....	128	.....	12	284	.....	15	.....	.....	13

SCHEDULE OF SALARIES, 1870-71.

TO WHOM PAID.	EACH PER MONTH.	PER ANNUM.
One Principal of Boys' High School...	\$250 00	\$3,000 00
Five Assistants of Boys' High School.....	150 00	1,800 00
One Assistant of Boys' High School.....	100 00	1,200 00
One Principal of Girls' High School.....	208 83	2,500 00
One Assistant of Girls' High School.....	110 00	1,320 00
Three Assistants of Girls' High School.....	100 00	1,200 00
Two Assistants of Girls' High School.....	95 00	1,140 00
One Principal of Model School.	125 00	1,500 00
Thirteen Principals of Grammar Schools.....	175 00	2,100 00
Nine Vice-Principals of Grammar Schools.....	125 00	1,500 00
Nine Head Assistants of Grammar Schools.....	83 33	1,000 00
Three Assistants teaching First Grades.....	83 33	1,000 00
Four Assistants teaching Second Grades, boys.....	83 33	1,000 00
Eleven Assistants teaching Second Grades, girls.....	75 00	900 00
Seven Assistants teaching Third Grades, boys.....	72 50	870 00
Fifty-one Assistants teaching Third and Fourth Grades	70 00	840 00
One General Assistant.	100 00	1,200 00
Seven Principals of Prim. Schools of 12 classes or more	115 00	1,380 00
Six Principals of Primary Schools of 8 classes or more..	100 00	1,200 00
Seven Principals of Prim. Schools of 4 classes or more	85 00	1,020 00
Seven Principals of Prim. Schools of 2 classes or more..	75 00	900 00
One Principal of Ocean House School.....	100 00	1,200 00
One Principal of West End School.....	100 00	1,200 00
One Principal of Colored School.....	100 00	1,200 00
One hundred and seventy-eight Assist's Prim. Schools	67 50	810 00
Twenty-eight Principal Teachers, First Grade.....	55 00	660 00
Thirty Principal Teachers, Second Grade.....	50 00	600 00
Three Teachers of Music.....	150 00	1,800 00
Two Teachers of Drawing	150 00	1,800 00
One Teacher of Drawing.....	20 00	240 00
One Principal of Evening Schools.....	60 00	720 00
Twenty Assistants of Evening Schools	50 00	600 00

SCHEDULE OF SALARIES FOR 1871-72.

ADOPTED OCTOBER 10, 1871.

TO WHOM PAID.	EACH PER MONTH.	PER ANNUM.
Principal Boys' High School.....	\$ 250 00	\$ 3,000 00
Assistants Boys' High School.....	150 00	1,800 00
Assistants Girls' High School.....	125 00	1,500 00
Principal of Model School.....	125 00	1,500 00
Principals of Grammar Schools.....	175 00	2,100 00
Vice Principals of Grammar Schools.....	125 00	1,500 00
Head Assistants of Grammar Schools.....	100 00	1,200 00
Assistants teaching First Grades.....	83 33	1,000 00
Assistants teaching Second Grades—Boys.....	83 33	1,000 00
Assistants teaching Second Grades—Girls.....	75 00	900 00
Assistants teaching Third Grades—Boys.....	72 50	870 00
Assistants teaching Third and Fourth Grades—Girls	70 00	840 00
Two General Assistants.....	125 00	1,500 00
Two General Assistants.....	100 00	1,200 00
Principals of Primary Schools of 15 classes or more	125 00	1,500 00
Principals of Primary Schools of 10 classes or more	115 00	1,380 00
Principals of Primary Schools of 6 classes or more..	100 00	1,200 00
Principals of Primary Schools of 4 classes or more..	85 00	1,020 00
Principals of Primary Schools of 2 classes or more..	75 00	900 00
Principal of Colored Schools.....	100 00	1,200 00
Assistants of Primary Schools.....	67 50	810 00
Probationary Teachers, First Grade.....	55 00	660 00
Probationary Teachers, Second Grade.....	50 00	600 00
Teachers of Music.....	150 00	1,800 00
Teachers of Drawing.....	150 00	1,800 00
Principal of Evening Schools.....	60 00	.....
Assistants of Evening Schools.....	50 00	.....
Librarian of Lincoln School.....	25 00	300 00

SALARIES OF JANITORS, 1870-71.

SCHOOLS.	SALARY PER MONTH.
Lincoln Grammar, and Hayes Valley Grammar and Evening....	\$226 00
Denman	80 00
Rincon	65 00
Washington	95 00
South Cosmopolitan Grammar and Bush Street Cosmopolitan..	96 00
Broadway Grammar	80 00
Eighth Street Grammar	86 00
Valencia Street Grammar	86 00
North Cosmopolitan	55 00
Spring Valley Grammar and Primary	75 00
Boys' High and Powell Street Primary	76 00
Girls' High School	75 00
Union Grammar and Primary	90 00
South San Francisco	40 00
Tehama	76 00
Lincoln Primary	70 00
South Cosmopolitan Primary	75 00
Fourth Street and Silver Street Primary	110 00
Shotwell Street Primary	40 00
Market Street Primary	70 00
Hayes Valley Prim'y, Tyler Street Prim'y and Pine St. Prim'y..	80 00
Eighth Street Primary	60 00
Pine and Larkin Streets Primary	66 00
Greenwich Street Cosmopolitan	40 00
Mission Primary	40 00
Sutter Street Cosmopolitan	40 00
Fairmount and West End	33 00
Mason Street Cosmopolitan	30 00
Taylor Street Cosmopolitan	25 00
Mission Street Cosmopolitan	25 00
Broadway Primary	30 00
Potrero	25 00
Geary Street Cosmopolitan	20 00
San Bruno	15 00
Colored	15 00
Point Lobos	15 00
Laguna Honda	10 00
Ocean House	8 00
Assistant Janitor Boys' High	7 50
Assistant Janitor Boys' High	7 50
Total	\$2,228 00

BOARD OF EDUCATION—1871.

PRESIDENT J. M. BURNETT.

WARDS.	MEMBERS.	RESIDENCE.
1st...	W. A. PLUNKETT....	528 California street ; dwelling, 335 Union street.
2d...	JOSEPH CLEMENT....	710 Washington St ; dwelling, 526 Green St.
3d...	ROBERT LEWELLYN....	14 Clay street.
4th...	C. H. REYNOLDS....	329 Montgomery St ; dwelling, 1314 Washington St.
5th...	JOHN P. SHINE....	
6th...	JOSEPH W. MATHER....	305 Sansome street.
7th...	JOHN F. MEAGHER....	439 California street.
8th...	A. L. WANGENHEIM....	127, 129 Sansome street.
9th...	EDWARD KRUSE....	209 Front St.; dwell'g, 1053 Harrison, cor. Seventh.
10th..	A. K. HAWKINS....	645 Market St.; dwelling, 315 Jones St.
11th..	M. J. DONOVAN....	209 Sixth St.; dwelling, 231 Eighth St.
12th..	J. M. BURNETT....	57 and 53 Exeh. Build'g, cor. Mont'y and Wash'n Sts.; dwelling, N. W. cor. Polk & Jackson Sts.

Superintendent Common Schools, J. H. WIDBER. 22 City Hall.
 Deputy Superintendent Common Schools, JOHN SWETT. 22 City Hall.
 Secretary Board of Education, GEORGE BEANSTON. 22 City Hall.
 Clerk Board of Education, RICHARD OTT. 22 City Hall.
 Messenger Board of Education, JAMES DUFFY. 22 City Hall.

STANDING COMMITTEES—1871.

COMMITTEE ON	DIRECTORS.
Rules and Regulations.	Meagher, Mather and Clement.
Classification.	Mather, Plunkett, Reynolds, Sup't and Pres't.
High Schools.	Clement, Shine and Reynolds.
School Houses and Sites.	Donovan, Lewellyn and Wangenheim.
Judiciary and Salaries.	Plunkett, Kruse and Hawkins.
Finance.	Hawkins, Kruse and Shine.
Cosmopolitan Schools.	Kruse, Clement and Wangenheim.
Furniture and Supplies.	Reynolds, Meagher and Clement.
Printing.	Lewellyn, Wangenheim and Donovan.
Evening Schools.	Wangenheim, Kruse and Lewellyn.
Janitors.	Shine, Donovan, Plunkett and Superintendent.

J. H. WIDBER,

Superintendent of Common Schools.

DEPUTY SUPERINTENDENT.

It was thought by some, at the time of the passage of the Act creating the office of Deputy Superintendent, that the work of the Department could be done by the Superintendent. But, if anything is to be done in the way of personal inspection of schools, an Assistant Superintendent is needed. The time of the Superintendent must necessarily be given mainly to the business details of the Department in the rooms of the Board. Indeed, one Assistant Superintendent can only make a beginning of the work which ought to be done to keep the schools in good running condition.

The city of New York employs four Assistant Superintendents—two at a salary of \$4,200 each ; two at a salary of \$3,600 each, and a chief at a salary of \$4,700 per annum. St. Louis employs two Assistant Superintendents, Chicago one, and Boston is asking for two. In those cities they find that personal supervision of schools is indispensable to success. Our own city cannot afford to be an exception.

CONCLUSION.

In making the report of the annual examinations, it would have been more agreeable to me personally to have found less to criticise. It would have occasioned less complaint to have proposed easy questions, to have recommended to the Board a lower standard, to have promoted every pupil, and to have wound up with the pleasing delusion "that our schools are the finest in the world."

I have been for nearly twenty years engaged in educational work in this city and State, and I feel proud of our system of public schools; but I do not think we have reached perfection, and I have yet to learn that our schools are above criticism.

In raising the standard of promotion and graduation; in cutting down the course of study and dropping some text-books; in calling

attention to the low standard of teachers' certificates, I regret that any personal feelings of fault-finding have been excited on the part of any teachers. Time will probably determine who is in the right, and who is in the wrong.

I cannot close without returning thanks to the President of the Board, the Committee on Classification, and the Board of Education, for their cordial co-operation in adopting the new course of instruction, and in conducting the annual examinations.

Very respectfully,

JOHN SWETT,

Deputy Superintendent of Common Schools.

SAN FRANCISCO, September 1st, 1871.

COURSE OF INSTRUCTION.

1. *General Suggestions.*—In the following course of study, detailed methods are left to the individual tact and skill of the teacher. Certain results are required ; but it is not expected that all will reach those results in exactly the same way. The text-books are an aid to teachers, but are subordinate to skillful teaching. Examinations will be held within the bounds of topics prescribed in the course, but will not necessarily be confined to the details of the text-books.

2. *Divisions, Classes, and Recitations.*—Each class in the Grammar Department may be advantageously divided into two sections for the purpose of recitation ; but the discretion of the teacher must be exercised as to what recitations this division shall include. In memorized lessons, such as Geography, History and Word-analysis, a class can, sometimes, with advantage, be divided into sections of ten or twenty each, thus allowing most of the class to study while the few are reciting. In other lessons, as Arithmetic and Grammar, the undivided attention of the entire class is needed.

Every teacher should have an established order of exercises, which may be changed during the year according to the circumstances of the class. No uniform rule can be established respecting the frequency or length of recitations. Some part of the time each day must be allowed for study ; but the amount to be

given depends upon the character of the recitations. When a class is not divided into sections, the entire class must be allowed time for study, and taught how to study.

3. *Recitations and Use of Text-Books.*—The aim of teachers in conducting recitations should be to ascertain if their pupils have given reasonable attention to lessons assigned for study, and to supplement the text-book lessons with such illustrations and explanations as are necessary to a clear understanding of the subject.

The arrangement of lessons in text-books is far from perfect, and the teacher must constantly exercise a wise discrimination, both in assigning lessons and in omitting unimportant matter. In Geography, while the whole may be read with open book, not more than one-fourth, at most, of the matter in each one of the three text-books used, ought to be memorized. The important points should be marked in every advanced lesson assigned for study; otherwise the mind of the child is burdened with too many details. In History, while the whole should be read in the class, not more than one-fifth should be marked for memorizing. In Grammar, as a general rule, the notes and exceptions in fine print should be *read*, and not memorized. The Readers should be used as most valuable aids in Composition, Grammar and Spelling. Recitation-records should be kept; but it is by no means desirable that every recitation should be recorded.

Frequently, the recitation of an assigned lesson should be brief, the principal part of the time being devoted to explanations and illustrations by the teacher. A written review, on Friday, will frequently afford the best standard of work during the week. It is not desirable that teachers be made recording clerks for pupils.

While recitations in History, Geography and Grammar may sometimes be conducted in writing, teachers are cautioned against a neglect of oral recitation.

Teachers are expected to explain each new lesson assigned, so that each pupil may know what he is expected to do at the next recitation, and how it is to be done. Rules and definitions

should be plain, simple and concise; and if deduced by pupils and teachers from the exercises, are more valuable than if memorized from the book. Teachers should never proceed with a recitation without the attention of the whole class, nor put questions in regular rotation around the class. Simultaneous recitation should not be resorted to, except for the purpose of giving occasional variety to exercises, of arousing or exciting the class when dull and drowsy, of aiding to fix in the mind important definitions, tables, etc., and also in certain spelling and elocutionary exercises.

4. *Arithmetic*.—In the Primary grades, mental and written arithmetic are combined in the same text-book. In the Grammar grades, two text-books are used, but they are used together the same topics in each being taught in connection. Before taking up the subject of written fractions, the sections, treating of fractions, in the mental arithmetic, should be thoroughly learned, as an introduction to the written work.

One great object of the study of arithmetic is mental discipline. To secure this, it is better that the class should work under the immediate direction of the teacher. Hence the regulations forbidding teachers to assign any arithmetic lessons to be learned at home.

One hour a day will be amply sufficient to complete the course in each grade. The blackboards should be kept in constant use both by teachers and pupils.

Accuracy rather than quickness should be the rule. The pupil should be taught the principle underlying every process in the fundamental rules of arithmetic. It is easier for the time to teach the child to place units under units, and tens under tens; but the principle that pertains everywhere, in simple and compound numbers, and decimals, is to place numbers of the same denomination under each other for addition.

It is easier to say "begin at the right hand column," but the *principle* is,—begin at the lowest denomination. It is easier to say "write the right hand figure and carry the left hand figure to the next column;" but the principle is—to reduce the number to the next higher denomination, placing the remainder under

the column added, since it is of the same denomination. The same principle runs through compound numbers. These hints apply to subtraction, multiplication and division.

In multiplying 12 by $\frac{3}{4}$, a rule may be given to multiply the whole number by the numerator and divide the product by the denominator, but it is a better method to say that multiplying 12 by $\frac{3}{4}$ is taking three-fourths of 12: divide 12 by 4 to find $\frac{1}{4}$, which is 3, and multiply 3 by 3 to find $\frac{3}{4}$, and the same in other operations with fractions.

5. *Grammar*.—The study of language, though it is the most difficult of all the school studies, ought to be the most interesting. A skillful teacher can make it so. The omission of many of the technical formulas of the text-books, now almost obsolete; the practical application of principles in composition; the continued use of reading lessons, supplemented by the living teacher, will make Grammar both useful and interesting.

6. *Geography*.—The Primary Geography is a book to be read and studied with open book in the class, rather than to be memorized. The mere pronunciation of names is a difficult task for young pupils. When teachers consider that the book contains more of detail than most adult heads can well carry, they will perceive the necessity of exercising common sense in the use of the book. One-fourth of the questions, selecting the more important, will be more than enough to be memorized.

In the larger text-books, much of the "local Geography" of the New England, Middle, Western and Southern States ought to be omitted. It is well enough for children residing in each of those sections to learn the whole of the text-book relating to their particular section, but it is unreasonable to require the children of the Pacific Coast to lumber their minds with it.

7. *Writing*.—In writing-lessons, teachers should make use of the blackboard, all the members of the class attending to the same thing at the same time. Important letters and principles of the copy should be written on the board, both correctly and incorrectly, to illustrate errors and excellencies.

In the first lessons in the eighth and seventh grades, on the

slate, the teacher should begin with easy words including the simpler small letters, and easy capitals. The teacher will find that children can learn to make easy capital letters quite as readily as small letters. Attention should constantly be called to the relative proportions of letters. When pupils begin to write with a pen, especial attention must be given to the manner of holding it, as a bad habit formed in the first year is corrected afterwards with great difficulty. The skillful teacher will not be confined to the order of copies in the several numbers of the authorized copy books. In the Grammar grades, specimens of writing should be required and credited monthly.

8. *Spelling*.—Good spelling is an unmistakable sign of culture, and bad spelling, of the lack of it.

The orthography of the English language is so difficult that it must receive a large share of time and practice in any course of instruction and in every grade. The spelling book is only an aid to good spelling; the main reliance for forming a habit of correct spelling must be on the reading lessons, compositions, and other written exercises as provided throughout the course. Written spelling is more valuable than oral; yet the former must not be used exclusively. Both the eye and the ear must lend their aid.

In oral spelling, permit but one trial on a word. No assistance whatever should be given to pupils by pronouncing syllables or by mispronouncing words to indicate the spelling. Pupils should be required to pronounce each word distinctly, after it is dictated by the teacher. Pronounce every word distinctly, in a natural tone of voice. The thundering volume of the old fashioned "spelling tone" adds nothing to the effect of a lesson in orthography.

9. *Composition*.—Exercises in writing compositions constitute the most practical part of Grammar. They should be given in every class above the seventh grade, at least as often as once in two weeks, and still better, weekly.

Copying reading lessons from the open book will be found a valuable aid as an exercise in spelling, punctuation, the use of

capitals, and divisions of paragraphs. These should be followed by written abstracts of easy reading lessons, from memory.

No exercise is more important than that of letter-writing. Particular instruction should be given to the form of beginning and ending; the date; paragraphs; margin; folding; superscription; sealing, etc.

If composition-exercises are given frequently, it will be impossible for the teacher to perform the drudgery of correcting. Pupils should therefore be required to exchange exercises, and correct them in the class, under the direction of the teacher. The exercise of criticism in correcting compositions is quite as valuable to the pupil as the original one of writing them. All corrected compositions should be recopied in a small blank book.

10. *Good Language*.—The correct use of language is a matter of habit rather than of technical study of the rules of Grammar.

It will be one of the arduous duties of every teacher, whether in high or low grade classes, to correct, daily, the inaccuracies of speech resulting from bad habits of pronunciation and of the use of language. The teacher should use plain and pure English, and require pupils to do the same. No provincialisms, no slang, no careless or slovenly pronunciation should be allowed to pass unnoticed. Questions should be direct; answers, concise. Every answer should be a complete sentence.

11. *Morals and Manners*.—Set lectures on these topics will avail but little. Obedience to parents and teachers, kindness, honesty, truthfulness, generosity, self-denial, neatness and diligence, are cultivated in children, not by formal precept, but by calling these qualities into active exercise.

The exercise of good principles confirmed into habit is the true means of forming a good character. The moral faculties, like the intellectual, need daily development from the feeble germs of childhood. Children do not learn arithmetic and grammar merely by repeating rules and formulas; neither will they appreciate and assimilate the foundation principles of right and wrong as rules of action merely by the process of repeating mottoes and maxims. The moral faculties are of slow growth; they need daily culture and exercise until the habit of right thinking

and right doing is formed. There are evil tendencies in the child's nature to be repressed; there are germs of good qualities to be warmed into life and quickened in their growth; and this is the work of skillful teachers during many years of school life.

The selfishness of children is the greatest obstacle to moral training. To teach self-denial and self-control must be the constant care of the teacher. Every case of quarreling, cruelty, fraud, profanity and vulgarity should be made the occasion of a moral lesson.

Good manners are intimately connected with good morals, and teachers should improve every opportunity to teach civility and courtesy. In the Primary Schools, teachers should give particular instruction in the common rules of politeness. The manner of children in their intercourse with schoolmates should receive constant attention. The position of the pupil in his seat, his movements in and out of the room, his manner of reciting, should all be carefully noticed.

No teachers can expect to make their pupils more civil, or more courteous than they show themselves to be. In dress and in manner, they must *be* what they would have their pupils *become*.

12. *Examinations and Promotions.*—The course of study can be completed by most pupils in one year for each grade. Whenever any exceptional pupils can master the work in less time, they can be promoted at the discretion of the Principal.

The annual examination will afford a general test of fitness for promotion, but it is not always a sure guide. It must be supplemented by the judgment of teachers. While pupils should not be hurried through a grade, nor crammed for examination, it is not advisable to retain them too long on one grade.

No reports of the average percentage of classes will be required at the end of the year, as classes differ so much in the ability of pupils, and teachers differ so widely in their manner of crediting, that percentage affords no just basis of comparison.

REGULATIONS OF PRIMARY SCHOOLS.

SECTION 1. *Grade*.—The Primary Schools form the lowest grade in the system of public instruction in this city, and in them are taught the rudiments of an education.

SEC. 2. *Principals and Teachers*.—Each separate Primary School shall be taught by a Principal, and such assistants as may be necessary. In schools having eight or more classes, an assistant may be appointed to take charge of the highest grade, so that the time of the Principal may be devoted to the supervision of the school.

SEC. 3. *Classes*.—A full class in the fifth and sixth grades, shall consist of sixty registered pupils, and in the seventh and eighth grades, of seventy pupils, provided they can be comfortably accommodated in the class-room.

SEC. 4. *Control*.—All primary classes in the same building with a Grammar School, or connected with one by action of the Board, shall be under the control of the Grammar Principal.

SEC. 5. *Lessons*.—No lessons or written exercises shall be assigned to primary pupils to be studied or prepared at home. In arranging their schedules of recitations, teachers must allow time for study in school.

SEC. 6. *Writing and Drawing*.—Instruction in writing, drawing, and morals and manners, shall be given by assistants, as directed by Principals.

SEC. 7. *Oral Examinations*.—Oral lessons shall be given, as directed by the Principal, and all examinations in this branch shall be conducted orally.

SEC. 8. *Physical Exercises*. Physical exercises shall be given in every class at least twice a day.

SEC. 9. *Text Book for Teachers*.—Each teacher shall be provided with a copy of Sheldon's Elementary Instructions, as an aid in Oral Lessons, and in Methods of Teaching.

SEC. 10. *Vocal Music*.—At least ten minutes daily, in each class, shall be devoted to instruction in vocal music ; the Princi-

pal of each school shall arrange exchanges of classes and teachers so that the specified instruction may be given. Examinations in music shall be conducted orally, but in musical notation, examinations may be conducted in writing.

EIGHTH GRADE.

SEO. 11. *Arithmetic*.—Counting, reading and writing numbers to 100 ; lessons illustrated by the use of the numeral frame; Roman numerals in connection with the reading lessons; adding small numbers.

Reading and Spelling.—Charts from I to VI ; First Reader ; spelling from the charts and readers, orally.

Writing.—Script letters and easy capitals.

Oral Lessons.—The five senses, their organs and use ; common objects ; conversational lessons on domestic animals ; primary and secondary colors.

Vocal Music.—Singing, *by rote*, the exercises given in “Mason’s National Teacher,” Chapter Fourth ; the ascending and descending scale sung by the scale names, and by syllables.

Singing, *by rote*, four songs from the First Music Reader. Time—at least ten minutes, daily.

SEVENTH GRADE.

SEC. 12. *Arithmetic*.—Addition and subtraction of small numbers ; Text Book to Lesson Fifty.

Reading and Spelling.—Second Reader ; spelling of tabulated words at the head of each reading lesson ; writing from dictation one paragraph from a reading lesson, weekly ; copying from the open Reader, once in two weeks, a lesson as an exercise in spelling, punctuation and capitals. Primary Speller to Lesson Fifty.

Writing.—On slates and blackboards ; pens and paper used in classes provided with desks ; capitals and small letters.

Oral Lessons.—Color chart ; common plants, Chart XXI ; conversations on wild animals.

Vocal Music.—Continued practice of the scales, and four more songs from the First Music Reader.

Musical notations from the blackboard, the pupils to copy the notes and other signs on their slates to the following extent : notes, long and short ; measures, bar and double bar ; rests, short and long ; the staff, degrees, lines and spaces ; the G clef

For directions, see “Mason’s National Music Teacher,” lessons one to seven. Time—at least ten minutes, daily.

SIXTH GRADE.

SEC. 13. *Arithmetic.*—Multiplication and Division, using a single figure for the multiplier or divisor ; Text-book, to Lesson Ninety.

Language.—Naming nouns, adjectives and articles in the reading lessons ; correcting common grammatical errors ; practice in the use of capital letters ; short abstracts of easy reading lessons, as a preliminary to original compositions ; copying from the Reader, lessons, or parts of lessons, to cultivate the habit of correct spelling, punctuation, and use of capital letters.

Geography.—Through the United States to Lesson Twenty-nine. The whole to be *read* ; the map questions studied and answered with open book, and about one-fourth, including important points, to be memorized.

Reading and Spelling.—Third Reader ; spelling of tabulated words at the head of each reading lesson ; dictation of paragraphs to be written, weekly ; abbreviations of words usually abbreviated, as they occur in the Reader.

Primary Speller, to Lesson ninety, omitting from Lesson Seventy-eight to Eighty-four.

Oral Lessons.—Plane figures ; lines and angles, from the chart ; color chart ; conversational lessons on common articles which are eaten and worn.

Vocal Music.—Continuation of songs through the First Music Reader, *by rote*, with a view to having the pupils learn the same by note.

First Series of Music Charts for daily practice.

The first six sounds of the scale in the key of G written upon the staff in the G clef.

The signification of the repeat, the slur, and the following letters—p, pp, f, ff, mf.

Triple, quadruple, and sextuple time, and manner of beating them. Notation of eighth notes, and quarter notes. From "Mason's National Music Teacher," Lessons Twelve to Seventeen; Twenty-one, Twenty-four and Twenty-six. Time—at least ten minutes, daily.

FIFTH GRADE.

SEC. 14. *Arithmetic*.—Mental and written combined. Multiplication and Division. Easy lessons in fractions, and the tables of Denominate Numbers. Text-book completed.

Language.—Naming the parts of speech from reading lessons; correcting grammatical errors; constructing easy sentences. Once in two weeks, composition exercises consisting of letter writing; abstracts of easy reading lessons; transposing easy poetry into prose; reports of oral lessons and simple descriptions of objects.

Geography.—Text-book completed. The whole to be read with open book, but not more than one-fourth, including the leading points, to be memorized.

Reading and Spelling.—Fourth Reader, first half. Spelling and defining tabulated words at the head of each reading lesson. Dictation of one or more paragraphs of a reading lesson, at least weekly. Copying, occasionally, from the open book, a reading lesson to cultivate the habit of correct spelling, punctuation, use of capitals, and division into paragraphs. Primary Speller to part second, page sixty-seven. Abbreviations of words commonly abbreviated, as they occur in the Reader.

Oral Lessons.—Animals, Chart XVI; Plants, Chart XXII; Color Chart; Box of Solids.

Vocal Music.—Music Charts for daily practice, and songs and exercises, by note, from the First Music Reader. Sharps and flats, and their use. The Major Diatonic scale by its intervals. Mason's National Music Teacher, lessons twenty-five, twenty-

seven, twenty-nine and thirty-three. Time—at least ten minutes, daily. For promotion, pupils should be able to write at dictation, the whole, half, quarter, and eight eighth notes, and their corresponding rests; to write the staff and G clef in its proper place on the staff; to write at dictation, upon the staff with the G clef, the notes representing the following sounds and pitches: g, a, b, \bar{c} , \bar{d} , e, f, g, a, b, \bar{c} , \bar{d} , e, f, g; also, f sharp, \bar{f} sharp, \bar{c} sharp, \bar{b} flat.

REGULATIONS OF GRAMMAR SCHOOLS.

SEC. 15. *Grade*.—The Grammar Schools form the second grade in the system of public instruction established in this city; and in them are taught the common branches of an English education.

SEC. 16. No School shall be a Grammar School, unless it shall have an average attendance of one hundred and twenty-five pupils in the grammar grades; such grading to be ascertained by the Superintendent, and by him reported to the Board.

SEC. 17. *Teachers*.—Each Grammar School shall be instructed by a Principal, Vice-Principal and such assistants as may be needed. Any Grammar School having an average attendance of five hundred or more in the Grammar department, may be allowed two or more Vice-Principals. Any Assistant, other than a Vice-Principal, teaching a class of the first Grade shall be ranked as Head Assistant.

SEC. 18. *Duties of Principals*.—Principals are required to instruct the highest class of the first grade, in Arithmetic, Book-keeping, and Grammar, or in studies equivalent to these as may be allowed by the Committee on Classification. In the Cosmopolitan Schools, the duties of the Principal shall be defined by the Committee on Cosmopolitan Schools. In schools having two or more Vice-Principals, the Principal may devote his whole time to the supervision and direction of assistants and their classes, and the Vice-Principals shall instruct the classes of the highest grade.

SEC. 19. *Duties of Vice-Principals*.—Vice-Principals, in Schools

for boys, and for boys and girls, except as provided in Sec. 18, shall instruct the class next in grade to the highest, and shall take charge of the school in the absence of the Principal. The Principal shall assist the Vice-Principal in taking charge of the boys while in the yard; and in schools which have two yards for boys, the Principal shall supervise one, and the Vice-Principal the other. In schools for girls exclusively, the Vice-Principal shall teach the first class in branches not required to be taught by the Principal.

SEC. 20. *Music and Drawing.*—Vocal Music and Drawing shall be taught by the special teachers in those branches, aided by Principals and assistants, and shall in all respects be regarded as regular school studies.

In schools provided with halls, the classes shall assemble for general singing exercises, once a week.

At least ten minutes, daily—excepting days on which lessons are given by the Special Music Teacher—shall be devoted by the teacher of each class, to instruction in music, as required in the course of study; and, in case any teacher does not understand enough of music to give the instruction required, the Principal of each school shall so arrange an exchange of classes and teachers that the specified instruction may be given.

Examinations in musical notation may be in writing; but the examination in singing shall be oral, and shall be counted equal with musical notation.

SEC. 21. *Lessons out of School.*—Lessons assigned for home study shall not be such as to require a pupil of average capacity to study more than one hour a day.

Exercises in Grammatical Analysis, and Written Arithmetic, shall not be assigned for home study.

SEC. 22. *Arithmetic.*—In teaching Arithmetic, all teachers shall be at liberty to use any text-books for the purpose of illustration, or for examples; but such books shall not be used to the exclusion or neglect of the prescribed text-books, nor shall pupils be required to furnish themselves with any but the prescribed books.

SEC. 23. *French and German.*—In the Cosmopolitan Schools, and in such other schools as may be ordered by the Board, the study

of both the French and German languages may be pursued, and two hours a day shall be allowed for these languages.

SEC. 24. *Number in Class.*—A full class in each of the Grammar grades shall consist of 54 registered pupils, provided that number can be comfortably seated in the school-room.

SEC. 25. *Oral Lessons.*—In schools provided with cabinets, the Principals shall give to all Grammar-grades general object lessons on Metals and Minerals, and shall use the philosophical apparatus, if there be any, to illustrate oral lessons in Natural Philosophy.

SEC. 26. *Writing.*—Writing shall be conducted as directed by the Principals.

SEC. 27. *Morals and Manners.*—Lessons on Morals and Manners shall be given by Principals, or as they may direct by their Assistants.

SEC. 28. *Friday.*—In all the grades, Friday may be devoted to oral and written examinations and reviews, and general exercises.

FOURTH GRADE.

SEC. 29. *Arithmetic.*—Addition, Subtraction and Multiplication of Decimal and Common Fractions; United States Money.

Particular attention to be given to the analysis of operations. Mental Arithmetic in connection with written, the same topic in both kinds being taught at the same time.

Language.—Naming nouns, verbs, adjectives and personal pronouns from the reader. Declension of personal pronouns; number and case of nouns; comparison of adjectives; and conjugation of the verb *to be* in the Indicative Mood. Composition, once in two weeks; letters, abstracts of reading lessons, transposition, descriptions of excursions, visits, travels, or vacations, etc.

Geography.—Through the United States. California.

The whole to be read and studied with open book, but not more than one-fourth to be assigned for memorizing. The teacher will mark the important parts to be learned in each advance lesson.

Reading and Spelling.—Fourth Reader completed. Spelling from the Reader. Word-Analysis, English Prefixes and Suffixes.

Drawing.—As directed by the Teacher of Drawing.

Vocal Music.—Review of Musical notation in the 5th and 6th Grades. Pupils taught to write the scales of C, G, and F, Major, upon the staff with g clef, and their proper signatures; to name the pitches of the sounds composing these scales, in their order; and to read and sing, by note, simple melodies and exercises in the keys of C, G, and F. Mason's Second Series of Charts and Second Music Reader. Time, ten minutes, daily.

THIRD GRADE.

SEC. 30. *Arithmetic*.—Division of Decimal and Common Fractions; United States Money; Compound Numbers and Reduction, omitting obsolete tables. Special attention to be given to the Analysis of operations. Mental Arithmetic in connection with written, the same topic in both kinds being taught at the same time.

Grammar.—The Parts of Speech, taking the coarse print of the text-book, with the analysis of sentences and parsing, according to the models. Conjugation of verbs in the Indicative Mood. Parsing and Analysis of easy sentences from the Reader. Composition, once in two weeks; letter writing; reports of oral lessons; transposition; abstracts of lessons in reading and geography.

Geography.—Text-book completed; The Pacific Coast. The whole to be read with open book, but not more than *one-fourth* to be memorized, marking, in each advance lesson, the leading points.

Reading and Spelling.—Fifth Reader, first half; spelling and defining important words in the reading lessons.

Word-Analysis.—Defining words, easy prefixes and suffixes.

Drawing.—Architectural Drawing (for boys): Drawing from objects, such as doors, tables, windows, plans of rooms, etc., by actual measurement. Half an hour weekly. (For girls): as directed by the Teacher of Drawing.

Vocal Music.—Major and relative minor scales, and major and minor intervals. Singing by note in the clefs of C, G, D, A, B flat and E flat. Mason's Second Series of Charts and Second Music Reader. Time, at least ten minutes daily. Lessons by the Special Music Teacher, half an hour, weekly.

SECOND GRADE.

SEC. 31. *Arithmetic*.—Common and Decimal Fractions; Compound Numbers and Reduction, omitting Duodecimals and obsolete tables. Review with special reference to the explanation of principles and the Analysis of operations, particularly in Fractions. Mental Arithmetic, carried along in connection with written, the same topics in both kinds being taught at the same time.

Grammar.—Coarse Print of the Text-book; important notes and exceptions *read* in the class, but not memorized. Rules of Syntax, without notes, and correction of examples in false syntax. Analysis and parsing of easy simple, complex and compound sentences from the reading lessons. Compositions, once in two weeks, on the same subjects as specified in the first grade.

Geography.—Part Second of the Text-Book. California and Nevada. Omit at least three-fourths of the map questions, marking only the important ones in each lesson, and, in the descriptive geography, requiring only important facts to be memorized.

History.—Discoveries, Colonial Settlements and Wars, and the Revolution; the whole to be read and discussed in the class, but the leading facts and events to be memorized.

Reading and Spelling.—Fifth Reader completed. At least a weekly exercise in writing paragraphs dictated from the Reader. Spelling important words in every lesson to cultivate the habit of observing the orthography of words.

Word-Analysis.—Prefixes, suffixes and roots of words, and the meaning and use of words illustrated by constructing sentences.

Drawing.—Architectural Drawing (for boys): Linear Drawing, Plans and Elevations of Buildings. One lesson, of one hour, weekly. For girls: Linear Perspective as applied to drawing from objects; Landscapes in pencil and crayon. One lesson of one hour, weekly.

Vocal Music.—Chromatic Scales and Intervals, Review of Lessons and Exercises in the first part of the Song Book, singly and in concert. Simple exercises in the usual keys, at sight. Songs for two voices, Soprano and Alto. Mason's Third Series of Charts and Third Reader. Time, ten minutes, daily. Lessons by the Special Music Teacher, half an hour, weekly.

FIRST GRADE.

SEC. 32. *Arithmetic*.—Simple and Compound Interest; Partial Payments (U. S. Rule); Commission and Brokerage; Stocks; Profit and Loss; Banking; Discount, Ratio and Proportion; Square Root; Mensuration and the Metric System; Review with special reference to the discussion of principles; and the analysis of operations; Mental Arithmetic taken in connection with the review of topics in written arithmetic.

Grammar.—Syntactical Parsing and Analysis of Sentences from the reading lessons, with a general review of the text-book.

Weekly exercises in composition, consisting of abstracts of reading lessons, transposition of poetry into prose; abstracts of lessons in geography and history; reports of oral lessons, letter writing, and miscellaneous subjects.

Geography.—Physical Geography; Part First of the Text-book; the Pacific Coast. The whole to be read, and important facts only to be memorized.

History.—Text-book completed. Outline review of Discoveries, Colonial Settlements and Wars, and the Revolution, taking only the leading events, and omitting minor details and dates. Constitution of the United States read, with conversational lessons. Five month's course.

Reading and Spelling.—Sixth Reader begun and completed. Spelling in connection with the reading lessons, and with written exercises in other studies.

Word-Analysis.—Prefixes, suffixes, and roots of words, and the meaning and use of words illustrated by constructing sentences.

Book-keeping.—Double Entry. (For boys only.)

Drawing.—Architectural Drawing (for Boys): Details, Plans, and Elevations for buildings. One lesson of one hour, each week. For Girls: Linear Perspective as applied to Drawing from Objects. Landscapes in pencil and crayon. One lesson of one hour, each week.

Vocal Music.—Exercises of the second grade reviewed and continued. Songs for Soprano and Alto. Singing easy songs and exercises by note at sight.

SEC. 33. *Authorized Text-books in Grammar and Primary Schools.*

Robinson's Practical Arithmetic.....	1st and 2d Grades.
Robinson's Rudiments of Arithmetic.....	3d and 4th Grades.
Robinson's First Lessons in Mental and Written Arithmetic.....	5th, 6th and 7th Grades.
Colburn's Intellectual Arithmetic.....	1st and 2d Grades.
Brown's First Lines in Grammar.....	1st 2d and 3d Grades.
Monteith's Physical and Intermediate Geography. .	1st and 2d Grades.
Monteith's Manual of Geography.....	3d and 4th Grades.
Monteith's Introduction.....	5th and 6th Grades.
McGuffey's Eclectic Sixth Reader.....	1st Grade.
McGuffey's Eclectic Fifth Reader.....	2d and 3d Grades.
McGuffey's Eclectic Fourth Reader.....	4th and 5th Grades.
McGuffey's Eclectic 3d Reader.....	6th Grade.
McGuffey's Eclectic 2d Reader.....	7th Grade.
McGuffey's Eclectic First Reader.....	8th Grade.
Willson's Primary Speller.....	5th, 6th and 7th Grades.
Swinton's Condensed History of the United States.....	.....1st and 2d Grades.
Payson, Dunton & Scribner's System of Penmanship...	All Grades.
Payson, Dunton and Scribner's System of Book-keeping (Double Entry).....	1st Grade.
Swinton's First Lessons in Word-Analysis.....	4th and 3d Grades.
———Word-Analysis.....	2d and 1st Grades.
Ahn's German Method.....	1st, 2d, 3d and 4th Grades.
Werz's German Reader.....	1st and 2nd Grades.
Grauert's Second Reader.....	3d, 4th and 5th Grades.
Ahn's Rudiments.....	5th, 6th and 7th Grades.
Douai's First Reader.....	6th and 7th Grades.
Otto's French Grammar.....	1st, 2d and 3d Grades.
Pylodet's Beginner's French Reader.....	7th, 6th and 5th Grades.
Pylodet's Second French Reader.....	4th, 3d and 2nd Grades.
<i>Music.</i> —Mason's First Music Reader, 7th Grade; Mason's Second Reader, 5th and 6th Grades, Mason's Third Music Reader, 3d and 4th Grades; as selected by the Music Teachers, 1st and 2d Grades.	

Books recommended for use of Teachers :

Hart's First Lessons in Composition.

French's First Lessons in Arithmetic.

Monroe's Physical and Vocal Culture.

Supplementary.—Teachers are forbidden to advise or require pupils to purchase any books whatever, except such as are specified in the preceding list; nor are they allowed to advise or require their pupils to purchase any other articles whatever, other than drawing materials, except the following: A Slate, in all Grades; a Blank Book for Compositions, 1st, 2d, 3d, 4th and 5th Grades; a Blank Book for French and German, 1st, 2d, 3d, 4th and 5th Grades; No pupils shall be required to purchase blank books for spelling exercises, as the Department furnishes paper for the use of pupils.

SEC. 34. *Authorized Instruments in Mechanical and Architectural Drawing.* Boys' High School, and 1st and 2nd Grades of Boys' Grammar Schools.—Box of Compasses; Drawing board, 14 by 20 inches; T Rule; Right Angled Triangle; Faber's Pencil (HHHHHH); Rubber, Drawing Pins; Draughtsman's Scale; Whatman's Drawing Paper.

Third Grade.—Same as the First and Second, with the exception of a Protractor in place of the Box of Compasses.

Fourth Grade. Drawing Book, Rubber and Cards.

Girls. First and Second Grades : First Half Year.—Drawing Book; Drawing Cards; Rulers; Rubber; Pencil, (HH) or No. 4.

Second Half Year. For Crayon Drawing: Bristol Board and Whatman's Paper: Drawing Cards; Box of Faber's Pencils; Rubber.

Third Grade.—Drawing Book; Drawing Cards; Box of Faber's Pencils, or Nos. 2 and 3; Rubber.

High School.—The same as in the First and Second Grades of the Grammar Schools.

SEC. 35. *Articles supplied from the Depository.* NOTE.—All requisitions for these articles will be addressed by teachers to the Secretary of the Board: Paper for use of pupils; Pens, 303 and 404; Pen Holders; Ink; Slate Pencils; Pencil Baskets; Chalk Crayons;

Blackboard Rubbers; Blackboard Pointers; Waste Baskets; Wash Basins; Writing Charts; Webster's Academic Dictionary for teachers' desks; Bells for teachers' desks: Large Bells; Inkstands; Pen-racks; Paper Files; Towels; Drinking Cups; Hard and soft coal and kindling; Clocks.

Plain envelopes, not to exceed 100 per month for each school of twelve classes, and in the same ratio for other schools.

Willson's Charts, one set for each Grammar School, and each Primary School of four or more classes.

Outline Maps, one set for each Grammar School, and each Primary School of eight or more classes.

Payson and Dunton's Penmanship Charts, one set for each Grammar School, and for each Primary School of four or more classes.

Dusters, Coal Scuttles, Pokers, Coal Shovels.

SEC. 36. *Blanks and forms prescribed by the Board and furnished to Teachers:*

1. State Register.
2. Class Record.
3. Monthly Report Card for Pupils.
4. Weekly Merit Cards for pupils.
5. Monthly Report of Attendance.
6. Transfer Blanks.
7. Detention of Pupils.
8. Notices of Absence to Parents.
9. Books for Indigent Children.
10. Requisitions for Repairs and Supplies.
11. Certificates for Probationary Teachers.
12. Requisitions for Standing Supplies from the Depository.
13. Certificates of Promotion.
14. Teachers' Time Tables.
15. Blanks for List of Books needed by Pupils.
16. Rules and Regulations of the Board.

REGULATIONS OF THE BOYS' HIGH SCHOOL.

SECTION 37. *Purpose*.—The Boys' High School is established to afford boys who have graduated from the Grammar Schools, an opportunity for a more liberal education, and to fit those who desire it, for entering the University of California.

SEC. 38. *Rules*.—The principal shall have the general supervision of the school and the direction of assistant teachers. The general rules and regulations of the Department shall apply to this school.

SEC. 39. *Admission*.—The standard of admission shall be that of graduation from the Grammar Schools.

SEC. 40. *Classification*.—When admitted, pupils shall be arranged in divisions according to their proficiency, and shall be graded subsequently according to their scholarship.

SEC. 41. *Graduating Exercises*.—The graduating exercises shall be held annually in the month of September.

ENGLISH COURSE—SECOND JUNIOR CLASS.

SEC. 42. *Mathematics*.—Geometry, Books I, II, III; Algebra, Chapters I, II; Arithmetic, including the Metric System.

Natural Science.—Natural Philosophy.

English Language.—Grammar; Laws of the Sentence and Paragraph; Synonyms.

History.—Greece and the East.

FIRST JUNIOR CLASS.

Mathematics.—Geometry, Books IV, V; Algebra, Chapters III, IV, V; Arithmetic.

Natural Science.—Natural Philosophy.

English Language.—Grammar; Synonyms; Laws of Description, Narration, and Exposition.

History.—Rome.

MIDDLE CLASS.

Mathematics.—Geometry, Books VI, VII, VIII ; Algebra, Chapters, VI, VII, VIII, IX. Review of Arithmetic.

Natural Science.—Chemistry.

English Language.—Grammar and Rhetorical Parsing ; Principles of Persuasion ; Poetical Composition and Figures.

History.—Middle Ages and 15th Century.

SENIOR CLASS.

Mathematics.—Geometry, Book IX ; Trigonometry ; Mensuration ; Church's Descriptive Geometry ; Algebra, Chapters X, XI.

Natural Science.—Exercises in Mineralogy, Zoology, and Physiology.

English Language.—Properties of Style, Rhetorical Parsing.

History.—17th, 18th, and 19th Centuries.

French and German, optional, throughout the course.

Composition and Elocution throughout the entire course.

Mechanical and Architectural Drawing, one hour and a half weekly, in each class, optional.

Vocal Music, one hour and a half weekly, through the course, optional.

Book-keeping. First Year. Optional.

CLASSICAL COURSE—SECOND JUNIOR CLASS.

SEC. 34. First Year. Harkness' Introductory Latin Book.

FIRST JUNIOR CLASS.

Harkness' Latin Reader and Grammar ; McClintock and Crook's First Greek Book.

MIDDLE CLASS.

Four Books of Cæsar; McClintock and Crook's Second Greek Book; Seven Orations of Cicero; Three Books of Xenophon's Anabasis.

SENIOR CLASS.

Selections from Virgil; Harkness' Latin Prose Composition; Four Books of the Iliad; Hadley's Greek Grammar.

In Mathematics, English Language and History, the studies of the Classical Course are the same as in the English Course during the first two years.

AUTHORIZED TEXT-BOOKS IN THE BOYS' HIGH SCHOOL.

SEC. 44 Davies' Mathematics, with the exception of Arithmetic.

Natural Science.—Rolfe and Gillet; Elliot and Stores' Chemistry; Agassiz and Gould's Zoology; Dana's Mineralogy; Hutchison's Physiology.

English Language.—Bain's Rhetoric; Cleveland's American Literature; Cleveland's English Literature.

Miscellaneous.—Willson's Outlines of History; Bryant and Stratton's Book-keeping; Monroe's Vocal Training.

TEXT-BOOKS OF CLASSICAL COURSE.

Harkness' Introductory Latin Book, Reader, Grammar and Prose Composition.

Hanson's Latin Prose Book and Poetry Book.

McClintock and Crook's First and Second Greek Book.

Hadley's Greek Grammar.

Boise's Anabasis and Anthon's Homer.

German.—Ahn's Method; Otto's Grammar; Werz's "Schul and Hausfreund," Oehlschlager's "Lebensbilder."

French.—Otto's Grammar; Dumas' Napoleon; Litterature Francaise.

GIRLS' HIGH AND NORMAL SCHOOL.

SEC. 45. *Purpose.*—The Girls' High and Normal School is established to furnish those girls who have graduated from the Grammar Schools with the opportunity for a higher intellectual culture, to prepare them for admission to the University of California, and to qualify those who desire it for the occupation of teaching.

SEC. 46. *Rules.*—The principal shall have the general supervision of the school and the direction of assistant teachers. The general rules and regulations of the Department shall apply to this school.

SEC. 47. *Admission.*—The standard of admission shall be that of graduation from the Grammar Schools.

SEC. 48. *Graduation.*—Pupils who have completed a three years' course of study in a satisfactory manner shall be entitled to receive a diploma. Graduates who desire to become teachers may pursue the course of study for a fourth year, shall teach in the Model School, and on graduating shall be entitled to receive a City Educational Diploma, entitling them to teach in the public schools of San Francisco.

SEC. 49. *Classification.*—When admitted, pupils shall be arranged in divisions according to their proficiency, and shall be graded, subsequently, according to their subsequent scholarship.

SEC. 50. *Study at Home.*—The lessons assigned for home study shall not be such as to require pupils of average capacity to study more than one hour a day, exclusive of Composition and Drawing.

COURSE OF STUDY.

SEC. 51. *First Half Year.*—Geometry; Chemistry; Botany; Ancient History; Grammar, including exercises in the Analysis and Structure of Sentences, Etymology and Synonyms; English Literature, comprising a study of select authors, with criticism.

Second Half Year.—Geometry; Chemistry; Botany; Ancient History; Rhetoric and English Literature continued.

SECOND YEAR.

First Half Year.—Algebra; Modern History; Rhetoric and English Literature continued.

Second Half Year.—Algebra; Physiology; Zoology; Modern History; Rhetoric and English Literature.

THIRD YEAR.

First Half Year.—Plane Trigonometry; Physics; Astronomy; Rhetoric and English Literature.

Second Half Year.—Higher Arithmetic, including the Metric System; Physics; Rhetoric and Literature.

COURSE IN DRAWING.

SEC. 52. First Year.—Review of Perspective Drawing, Crayon and Pencil Drawing.

Second Year.—Drawing from Nature, Flowers, etc., Crayon and Pencil Drawing.

Third Year.—Designing Patterns, Figures, Landscape Drawing, Animals or Flowers in Crayon or Pencil.

Time.—One hour weekly in each class through the course.

GENERAL STUDIES.

SEC. 53. Exercises in Reading, Elocution and Composition, continued in every class throughout the entire course.

Vocal Music, half an hour in each class, weekly, throughout the course.

French and German, optional, throughout the course.

CLASSICAL COURSE.

SEC. 54. Whenever there shall be a sufficient number of pupils desiring instruction in the ancient languages to form a class of fifteen or more members, a classical course shall be established for the purpose of fitting students to enter the College of Letters in the University of California.

The following studies shall be suitably arranged for a three years' course:

Latin Grammar; Cæsar, four books; Virgil, six books of the *Æneid*; Cicero, six orations; Greek Grammar; Xenophon's *Anabasis*, three books.

Higher Arithmetic in all its branches, including the extraction of square and cube roots, and the Metric System of Weights and Measures; Algebra, to Quadratic Equations; Geometry, first four books; English Grammar; Geography; Vocal Music and Drawing.

No English studies shall be required except those specified in the above course. French and German, optional.

NORMAL SCHOOL CLASS.

SEC. 55. *Fourth Year* — The course of instruction in this class shall include the principles of teaching, as a science; the proper methods of imparting instruction in the several grades of the Primary and Grammar Schools, and the principles and rules requisite for the discipline and general management of schools.

Review of Arithmetic, with special reference to principles and methods.

History of the United States, reviewed with special reference to methods.

Exercises in Composition, Analysis of Sentences and Etymology.

Reading and Elocution.

Review of the elements of Vocal Music, with special drill on methods of instruction in Primary Schools.

Geology and Mineralogy.

Mental Philosophy of Teaching, using Russell's Normal Training.

Constitution of the United States, and California School Law.

Review of the elements of Linear and Perspective Drawing.

MODEL SCHOOL.

SEC. 56. *Purpose.*—The Model School is established to afford the members of the Normal Class special facilities for learning and practicing methods of instruction and discipline, and it shall be under the supervision of the Committee on High Schools.

SEC. 57. *Classification.*—It shall consist of four or more classes, with the same course of study that is pursued in the corresponding grades of other public schools.

SEC. 58. *Teachers.*—The Principal shall have charge of the school, and shall direct assistants, and supervise pupil teachers from the Normal Class, detailed alphabetically by the Principal of the High School, to observe methods and conduct exercises.

SEC. 59. *Records.*—The Principal shall keep a record of the success of each pupil teacher, which shall form a part of the standard for graduation.

SEC. 60. *Authorized Text-Books in the Girls' High School:*

Mathematics.—Davies' Geometry and Trigonometry; Ray's Algebra; Church's Descriptive Geometry.

Science.—Rolfe and Gillet's Natural Philosophy; Steele's Chemistry; Tenney's Natural History (abridged); Dana's Mineralogy and Geology (abridged); Gray's Botany; Rolfe and Gillet's Astronomy.

Miscellaneous.—Bain's and Bonnell's Rhetoric; Bullion's Grammar; Anderson's History; Monroe's Physical and Vocal Training; Hutchison's Physiology.

German.—Same as in the Cosmopolitan Schools and Boys' High School.

French.—Otto's Grammar; Le Fevas' Elementary Reader; Dumas' Life of Napoleon; Spier's and Surrene's Pronouncing Dictionary.

Latin and Greek.—Same as in the Boys' High School.

EVENING SCHOOLS.

SEC. 61. *Purpose.*—The Evening Schools of this city are established to afford the means of an English education to boys and girls who are unable to attend the day schools, and to adults who may wish to avail themselves of the privileges which they afford.

SEC. 62. *Admission.*—They shall be free to all persons over ten years of age.

SEC. 63. *Terms.*—They shall be continued for the same length of time during the year as the day schools, with the same vacations.

SEC. 64. *Studies.*—The studies pursued in these schools shall be Reading, Spelling, Writing, Arithmetic, Grammar, Architectural Drawing, Mechanical Drawing, Book-keeping, Algebra, and Geometry.

SEC. 65. *Day Pupils.*—No pupil attending a day school shall be permitted to attend the evening schools, except for the purpose of securing lessons in Drawing.

SEC. 66. *Sessions.*—The sessions shall be held every evening in the week, except Saturday and Sunday, and shall be two hours in length—the time for opening and closing to be determined by the Committee on Evening Schools, according to the season of the year.

SEC. 67. *Principal*.—The Principal shall not be required to teach a class, but shall have the general superintendence of the school.

SEC. 68. *Teachers*.—Teachers are required to be present ten minutes before the time for opening school.

SEC. 69. *Average Number of a Class*.—No graded class shall be continued unless the average daily attendance equal or exceed twenty-five, and no ungraded class, unless the average attendance equal or exceed twenty.

SEC. 70. *Classification*.—The classes in the Central Evening School, shall be graded as nearly as practicable in conformity with the grades in the day schools, and the same text-books shall be used, unless exceptions are authorized by the Evening School Committee.

SEC. 71. *Rules*.—The general regulations of the Department shall apply to Evening Schools, except as herein provided.

SCHOOL CENSUS RETURNS-1871.

AS CORRECTED BY RE-TAKING THE CENSUS OF CERTAIN WARDS.

LISTS.

First District	Number of Mongolian childr'n under 5 yrs.		—	2	137
	Number of White childr'n bet. 5 & 6 yrs.		—	176 357 16 0	2316
Second do	Number of Mongolian attending private schools.		—	0	89
	Mongolian childr'n between 5 & 15 yrs. of age attendi'g school.		Not attend'g	1 13 13 180 64 0 0 4 0 22 2 0 0 5 0 1 1 483 0	378
Third do	Mongolian children under 15 years of age.	Girls.	0	0	166
		Boys.	3	13	311
Fourth do	Number of children between 6 and 15 years of age who have not attended school at any time during the school yr.	Indian.	0	0	4
		Negro.	1	455	62
Fifth do	Number of children between 5 and 15 years of age who have attended private school at any time during the yr.	White.	258	24	4744
		Indian.	0	402	2
Sixth do	Number of children between 6 & 15 years of age who have attended public schools at any time during the school yr.	Negro.	0	14	17
		White.	175	292	5414
Seventh do	Children under 5 years of age.	Indian.	0	0	0
		Negro.	8	1937	68
Eighth do	Indian children between 5 and 15 years of age.	White.	1196	1348	19442
		Indian.	0	0	0
Ninth do	Negro children between 5 and 15 years of age.	Negro.	9	1767	67
		White.	1035	1151	19613
Tenth do	Total.	Girls.	0	0	0
		Boys.	0	0	0
Eleventh do	Total.	Girls.	0	0	0
		Boys.	9	11	51
Twelfth do	Total.	Girls.	9	14	88
		Boys.	142	2794	29592
Total	Total.	Girls.	815	1415	14869
		Boys.	1379	83	14723

SCHOOL CENSUS RETURNS 1871. ORIGINAL REPORT.

First District	Number of Mongolian childr'n under 5 yrs.		—	2	137
	Number of White childr'n bet. 5 & 6 yrs.		—	176 357 16 0	2316
Second do	Number of Mongolian attending private schools.		—	0	89
	Mongolian childr'n between 5 & 15 yrs. of age attendi'g school.		Not attend'g	1 13 13 180 64 0 0 4 0 22 2 0 0 5 0 1 1 483 0	378
Third do	Mongolian children under 15 years of age.	Girls.	0	0	166
		Boys.	3	13	311
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		Negro.	1	455	62
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ERRATA.

Page 6, percentage of attendance in Grammar Schools "95.4" instead of "25.4."

Page 9, Cash on hand "July 1st, 1870" instead of "July 1st, 1871."

Page 10, expended for Hack-hire \$80.

Page 115, number of pupils enrolled "July, 1871" instead of "August, 1871."

Page 115, number of pupils enrolled "August, 1871" instead of "July, 1871."

Page 119, Salary of Principals of Primary Schools of four classes or more, "\$90 per month or \$1080 per annum," instead of "\$85 per month or \$1020 per annum."

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